DOCUMENT RESUME

ED 111 780 SP 009 472

AUTHOR	Bulcock, Jeffrey W.; And Others
TITLE	Women Teachers in Newfoundland and Labrador 1972: A Statistical Description.
INSTITUTION	Memorial Univ., St. John's (Newfoundland). Faculty of Education.
PUB DATE	Jan 73
NOTE	158p.
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	Foreign Countries; Job Satisfaction; *Questionnaires; *Statistical Analysis; Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Salaries; *Women Teachers
IDENTIFIERS	Canada; *Newfoundland (Labrador)

ABSTRACT

This statistical survey of women teachers in Newfoundland and Labrador was financed by the Faculty of Education at Memorial University and was carried out under the auspices of the Department of Education. A 17 page questionnaire was mailed to a provincial sample of women teachers who were teaching during the 1971-72 school year. It was designed to elicit a wide range of information on biographic and demographic characteristics, career development and satisfaction, professional interests and attitudes, and economic consideration. This report is the first in Canada to present descriptive information of women teachers both comprehensive in scope and generalizable to a provincial population. It is intended that the data on which this normative report is based will be used for a series of analytical studies on such questions as (1) determinants of professional and community involvements of women teachers, (2) factors affecting women teachers' support of militant professionalism, (3) determinants of the probability of women teachers making permanent careers in teaching, (4) analysis of the work satisfaction of women teachers, and (5) women teachers' attitudes toward their professional training. The body of the report presents the data collected in 31 statistical tables. Appendixes are attached which include the questionnaire, a guide for assistance in completing the questionnaire, and followup letters. (BD)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED111780

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WOMEN TEACHERS IN NEWFOUNDLAND: A STATISTICAL DESCRIPTION

A Report on a Collaborative Survey

by

The Faculty of Education,
Memorial University of Newfoundland;

The Department of Education,
Government of Newfoundland and Labrador;

and

The Newfoundland Teachers' Association

Jeffrey W. Bulcock
Wayne Mercer
Bernadette B. Quinlan
Mary Sullivan

A Faculty of Education, Memorial University

Research Report

January, 1973

SP 009 472

2/3

TABLE OF CONTENTS

Page

I. Introduction 1

II. Sampling Design 4

III. Data Gathering Procedures 7

IV. Provincial Estimates - the Findings 10
- A. Demographic and Background Characteristics
- B. Professional Preparation
  1. Occupational Inheritance
  2. Motives for Entering Teaching
  3. Professional Preparation
  4. Patterns of University Experience
  5. Selected Undergraduate Experiences
  6. Academic Self Ratings
- C. Methods of Obtaining Employment
- D. Professional Background
  1. Qualifications and Experience
  2. Career Patterns
  3. Role Perceptions
  4. Community Experiences and Involvements
- E. Career Orientations, Teaching Satisfactions and Expectations
  1. Material Orientation
  2. Primary Work Orientation
  3. Subjective Achievement Satisfaction
  4. Career Satisfaction
  5. Personal Professional Satisfaction
  6. Work Satisfaction
  7. Teaching Expectations
  8. Subject Matter Preparation Expectations
  9. Attitudes toward the Teaching Profession
- F. The Financial Status of Teachers
- G. Teacher Training
  1. Attitudes toward Teacher Training Programs
  2. Evaluation of Teacher Training Resources
  3. Attitude toward Participation of Student in Faculty of Education Decision Making
  4. Ratings of Teacher Training Faculty
  5. Ratings of Academic Standards
  6. Evaluation of Size of Teacher Training Institution
  7. Rating of Authority Structure of Teacher Training Faculty
  8. Evaluation of Selected Educational Outcomes
- H. Socializing Experiences

Table of Contents continued

Page

V. References 102

VI. Appendix A: Women Teachers Study Questionnaire 104
Appendix B: Guide to Family Finances 137
Appendix C: Follow-up Letters 148

List of Figures

1. The Sampling Cycle 9

List of Tables

1. Demographic and Background Characteristics of Women Teachers by Community Type and Marital Status: 1972 13

2. The Occupational Inheritance of Women Teachers by Community Type and Marital Status: 1972 20

3. The Motives of Women Teachers Entering Teaching Stratified by Community Type and Marital Status: 1972 23

4. The Professional Preparation and Professional Activities of Women Teachers by Community Type and Marital Status: 1972 24

5. The Patterns of University Experience of Women Teachers by Community Type and Marital Status: 1972 34

6. Some Selected Undergraduate Experiences of Women Teachers by Community Type and Marital Status: 1972 39

7. The Academic Self Ratings of Women Teachers by Community Type and Marital Status: 1972 42

8. The Methods of Obtaining Employment in Teaching by Women Teachers by Community Type and Marital Status: 1972 43

9. The Qualifications and Experience of Women Teachers by Community Type and Marital Status: 1972 45

10. The Career Patterns of Women Teachers by Community Type and Marital Status: 1972 48

List of Tables continued

		Page
11.	Some Role Perceptions of Women Teachers by Community Type and Marital Status: 1972	58
12.	Some Selected Community Experiences and Involvements of Women Teachers by Community Type and Marital Status: 1972	64
13.	The Material Orientations of Women Teachers by Community Type and Marital Status: 1972	67
14.	The Primary Work Orientations of Women Teachers by Community Type and Marital Status: 1972	68
15.	The Subjective Achievement Satisfactions of Women Teachers, by Community Type and Marital Status: 1972	69
16.	The Career Satisfactions of Women Teachers by Community Type and Marital Status: 1972	70
17.	The Personal Professional Satisfactions of Women Teachers by Community Type and Marital Status: 1972	72
18.	The Work Satisfactions of Women Teachers by Community Type and Marital Status: 1972	74
19.	The Teaching Expectations of Women Teachers by Community Type and Marital Status: 1972	75
20.	Subject Matter Preparation Expectations of Women Teachers by Community Type and Marital Status: 1972	77
21.	Selected Attitudes Toward the Teaching Profession of Women Teachers by Community Type and Marital Status: 1972	78
22.	The Financial Status of Women Teachers by Community Type and Marital Status: 1972	81
23.	Women Teachers' Attitudes Toward Teacher Training Programs by Community Type and Marital Status: 1972	86
24.	An Evaluation of Teacher Training Resources by Women Teachers Stratified by Community Type and Marital Status: 1972	90

List of Tables continued

Page

25. Women Teachers' Attitudes Toward the Participation of Students in Faculty of Education Decision Making, Stratified by Community Type and Marital Status: 1972 91

26. Women Teachers' Ratings of the Role of Teacher Training Faculty Members, Stratified by Community Type and Marital Status: 1972 92

27. Women Teachers' Ratings of the Academic Standards of Teacher Training Institutions Stratified by Community Type and Marital Status: 1972 94

28. Evaluation of Size of Teacher Training Institution by Women Teachers, Stratified by Community Type and Marital Status: 1972 95

29. Women Teachers' Ratings of the Authority Structure of Teacher Training Faculty, Stratified by Community Type and Marital Status: 1972 96

30. The Evaluation of Selected Educational Outcomes of Student Teacher Experiences, Stratified by Community Type and Marital Status: 1972 97

31. The Early Socializing Experiences of Women Teachers by Community Type and Marital Status: 1972 99

I. INTRODUCTION[1]

In April 1972 the Faculty of Education, Memorial University, financed a survey of women teachers in the Province of Newfoundland and Labrador. The project was carried out under the auspices of the Department of Educational Foundations at Memorial University. An omnibus questionnaire was designed to meet the need for a variety of information which could be used for research purposes, and the sampling design used provides province-wide normative data. This report deals with the first of a series of projects to be completed; namely, the basic normative tabulations for the entire group of women teachers in the Province.

---

[1] This report is published by the Faculty of Education, Memorial University under the auspices of the Department of Educational Foundations. The funds were provided by the Faculty of Education. The co-operation of the Department of Education, Government of Newfoundland and Labrador, and the Newfoundland Teachers' Association is gratefully acknowledged. Co-ordination of the entire project was handled by Jeffrey W. Bulcock, Assistant Professor, Department of Educational Foundations. Wayne Mercer and Mary Sullivan, Research Assistants in the Department, were instrumental in gathering the data. Bernadette Quinlan, Research Assistant in the later phases of the research, coded the questionnaires, assisted in the programming and data analysis, and was largely responsible for the statistical tabulations in this report. The assistance and encouragement of the following persons is acknowledged with appreciation: Dr. G.A. Hickman, Dean, Faculty of Education; Professor W.G. Rowe, Associate Dean, Faculty of Education; Dr. G. Murphy, Chairman, Faculty of Education Research Committee; Mr. C. Roebotham, Deputy Minister of Education; Mr. Frank Furey, Registrar of Teachers; Mr. Maurice Burke, Payroll Division, Department of Education; Mr. Gilbert Pike, President, Newfoundland Teachers' Association; Dr. W.J. Gushue, Chairman, Department of Educational Foundations; Dr. G.A. Cooper, Co-Chairman, Committee on Teacher Education, Faculty of Education; Miss Helen Mean, student, Faculty of Education; Mr. Arnold Betz, Memorial University Computing Officer; Mr. Steve Andrews, Manager, MUN Division, Newfoundland and Labrador Computer Services Ltd.; Mr. G. Hoffe, Senior Terminal Operator, N.L.C.S. Ltd.; and Mrs. Margo Green, Librarian, Information Canada, St. John's. The authors extend their special thanks to Mrs. Vera Edgecombe, Office of Department of Educational Foundations for her help on numerous occasions during the course of the project.

Descriptive studies of teachers are neither new nor uncommon. Studies involving the self-administered questionnaire approach are so frequently used in school settings that they practically constitute an occupational hazard for the members of the teacher force. Even so, studies of women teachers seem to be rare. The two recent commissions on the status of women - the President's Commission in the United States and the Royal Commission on the Status of Women in Canada[2] - have stimulated the formulation of theory related to the role of women. Studies prepared for these commissions included several dealing with women's occupations or women in specific occupations[3] but none specifically dealt with women teachers which seems anomalous in view of the fact that in Canada the teaching profession is numerically dominated by women, especially in the early grades, and provides direct employment for a larger number of women than any other profession or semi-profession.

The present report is the first in Canada to present descriptive information of women teachers both comprehensive in scope and generalizable to a Provincial population. It is intended that the data on which this normative report is based will be used for a series of analytical studies on such questions as:

---

[2] The respective reports are: Margaret Mead and Frances B. Kaplan, eds., American Women. New York: Scribner, 1965; Reports of the Royal Commission. The Status of Women in Canada. Ottawa: Information Canada, 1970.

[3] For example: M-A. Bertrand. Women in Criminal Law; S. Judek. Women in the Public Service: Their Utilization and Employment. Ottawa: Department of Labour, 1968.

(i) Determinants of Professional and Community Involvements of Woment Teachers.

(ii) Factors Affecting Women Teacher's Support of Militant Professionalism: A Micro-Model.

(iii) Determinants of the Probability of Women Teachers Making Permanent Careers in Teaching.

(iv) An Analysis of the Work Satisfaction of Women Teachers: An Enquiry into the Validity of Some Persistent Myths Regarding the Occupational Roles of Women Teachers.

(v) Women Teachers' Attitudes Toward Their Professional Training.

The final report on Women Teachers in Newfoundland and Labrador will incorporate both the descriptive and analytical components of the series of proposed research studies.

The data were collected by means of a seventeen page questionnaire mailed to a Provincial sample of women teachers who were currently teaching in the 1971-72 school year. The survey instrument (see Appendix A) was designed to elicit a wide range of information on biographic and demographic characteristics, career development and satisfaction, professional interests and attitudes, and economic considerations. A Questionnaire supplement or "Guide to Family Finances" (see Appendix B) was enclosed with the mailed questionnaire to assist teachers in completing the family finances section. This was considered necessary in order to obtain accurate income measures.

II. SAMPLING DESIGN

In May 1972 the senior author and two research assistants began the task of identifying all the women teachers who since 1932 had been granted a certificate or license to teach in the Province of Newfoundland. The purpose of such an undertaking was to obtain a behavioural measure of their current status; that is, as members of the currently-employed teacher force, or as members of the non-active list of ex-teachers. Since one of the key questions we were asking concerned identifying the determinants, and their relative contributions, of the probability of women teachers making permanent careers in teaching, this undertaking seemed essential. It became evident after a month's search of the records in the offices of the denominational boards, that for some denominations, records before World War II were incomplete. Our sights were lowered accordingly, in order to obtain a sample of all the women teachers granted licenses to teach since 1945. For a number of reasons, but mainly because of the length of time involved in searching the records and tracing the respondents, even this revised undertaking proved impossible given the research resources at our disposal.[4]

---

[4] Before giving up the task in excess of 13,000 women teachers were identified in the files but some denominational records were still more complete than others, which would have resulted in response bias; some respondents were included in the listings twice because of their name change upon marriage; and the best source of tracing these respondents - the records of the Newfoundland Medical Care Commission - was classified as confidential and not available to us.

The best recourse under these circumstances was to limit the survey to those women teachers currently employed in the 1971-72 school year. Because of this decision, instead of a behavioural measure of our major dependent variable, we had to settle for a subjective psychological measure - in this case question 19 "Do you plan to make teaching a permanent career?" and/or question 11,c "From the following list of occupations please mark your expected long run career occupation (including housewife)". The decision will render the models to be developed less accurate, which means that the beta weights will not be able to be taken too seriously, but it should not effect too seriously the discernment of the theoretical relationships hypothesized, or the second-order task of inductive model building with its subsequent ex-post-facto explanatory component.

In August 1972 the survey questionnaire was mailed to a ten per cent random probability sample of the 1972 women teachers. At the time of the survey there were 7,820 teachers on the active list of teachers in the Province. This "alpha" listing was obtained from the Department of Education, Government of Newfoundland and Labrador, and included all teachers on the government payroll in the 1971-72 school year. Of this number 4,708 or 60 per cent were women teachers.

Strictly speaking the universe of teachers included the 13,000-plus teachers who had received a license to teach in the Province since 1945. Of this number only the 4,708 currently teaching constituted the sample population, or that portion of the universe to which the research group had access for research purposes. This population was used in its entirety since it was sufficiently homogeneous as to obviate the necessity of stratification. Such a procedure is the most sensible one, especially when the population is large enough to be considered infinite for statistical purposes (that is, over 1,000) and when the sample to be selected is at least ten per cent (Fox, 1969:332). Because the questionnaire instrument was unusually long and because there did not seem to be any overriding advantage to gathering a larger sample, the instrument was mailed out to ten per cent or 470 women teachers.

A random selection procedure[5] was used to identify the respondents. In this connection a random numbers subroutine programme was designed[6] containing 4,708 four digit numbers. The page and column number of the random numbers programme computer printout were randomly selected and thereafter every tenth number was selected. These numbers were then matched against the numbers 0001 to 4,708 allotted to the women teachers on the "alpha" listing, providing a random probability sample of 470 respondents.

---

[5] The random-selection procedure used was one in which every teacher in the population of women teachers had an equal chance of being selected; that is, the procedure was bias free. Since the process involves "sampling with replacement" every element selected has the same probability, one chance in 4,708, of being selected.

[6] Mr. Arnold Betz, Memorial University Computing Officer, did the programming for this routine.

III. DATA GATHERING PROCEDURES

The 470 respondents invited to participate in the study were mailed a package containing the questionnaire and covering letter, the questionnaire supplement entitled "Guide to Family Income", and a stamped-addressed return envelope. Sixteen of the invited sample members could not be located. After the customary three follow-ups 276 respondents constituted the accepting sample. Not all those responses in the accepting sample could be used, however, because some questionnaires were sufficiently incomplete or otherwise "spoiled" as to justify elimination from the data-producing sample of 265 or 56.4% of the invited **sample**.

Given the attrition in terms of the data-producing sample, the critical question becomes, How representative is the data-producing sample? The best way of answering this question is by identifying the major characteristics related to the phenomena being studied and estimating whether these characteristics were under or over-represented in the data-producing sample due to response bias. If this is possible, subject weights can be computed which, through application in the subsequent data processing, adjust the work file cases for differential response rates. Even though similar research on women teachers has not been conducted there have been studies of not dissimilar questions on employed women in general (Allingham, 1967a, 1967b; Allingham and Spencer 1968; Archibald, 1970; and Spencer and Featherstone, 1970) which provide some theoretical and research support for the selection of critical population characteristics for the Women Teachers Study.

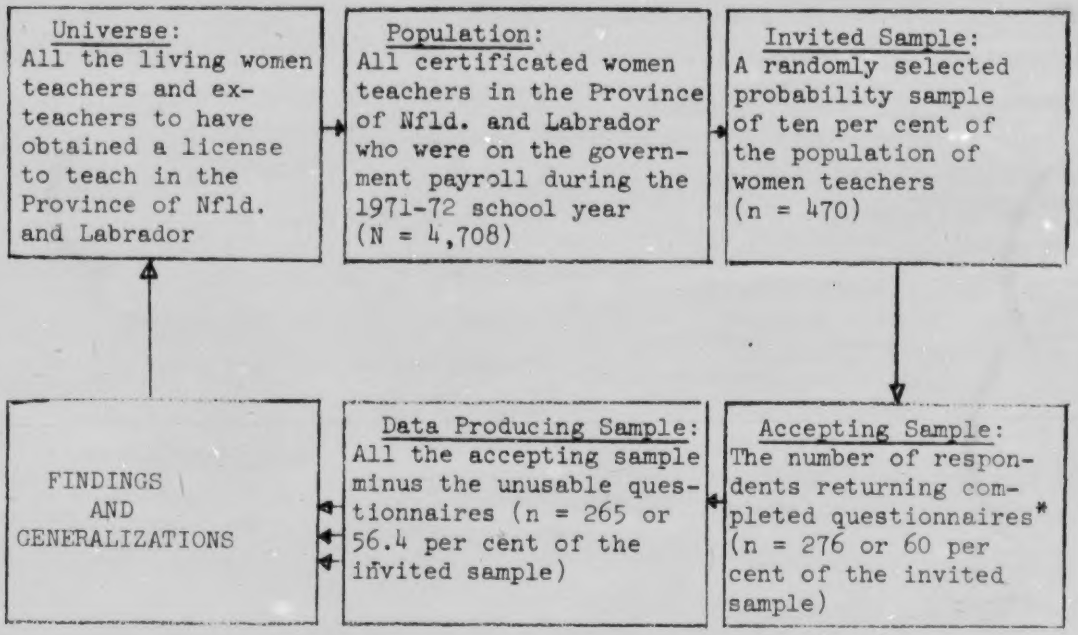
Unfortunately, this is not all that is necessary. The distribution of the critical characteristics for the respondents who have declined to participate in the study is required for weighting purposes. One technique which can be used for this purpose is to invite the respondent to give a reason for rejecting the invitation to participate. Another technique is to forward non-respondents with a short - post-card size - questionnaire soliciting the key information. Neither technique was possible in the present study since research resources were insufficient for the purpose. The data, therefore, remain unweighted and the extent of the response bias is unknown. In view of the return of 56 per cent, it is quite possible for some consistent factor crucial to the study findings to have determined which respondents accepted and which rejected our invitations.[7] For this reason caution is advised in interpreting the findings.

At the present time sampling experts and survey researcher workers in general have not agreed upon any rules concerning the relative seriousness of the attrition rates which occur from the accepting to the data-producing sample stage. Nevertheless, evidence does exist that demonstrates that nonrespondents in general hold different opinions than respondents. For example, those initially responding to mailed questionnaire instruments generally hold different opinions than those who do not respond until later follow-ups. What this means is that if the response rate is low - say, below 70 per cent - that if the response to a particular item is evenly split say 55 per cent "for" to 45 per cent "against", we can have little confidence in the datum because if a majority of the nonrespondents held to either point of view they could alter the result. It is for this reason that the data must be read with some caution. Even so, we have no reason to believe that the findings are so fragile as to render them inacceptable.

---

[7] Given the fact that the questionnaire was of an omnibus type and, hence, unusually lengthy; given that the mailed questionnaire approach, rather than an interview approach had to be used for reasons of economy; and given that women teachers are among the busiest persons in the labour force since a majority are married with family responsibilities, a return of 56 per cent is to be considered satisfactory. Recent mailed questionnaire surveys of graduate students and university faculty in the U.S. have produced returns considerably lower than this. (e.g. Riffer 1972, reports a 25 per cent questionnaire return; A.C.E. 1971, reports a 40 per cent questionnaire return for a national sample of graduate students; and Bayer 1970, reports a 60 per cent national sample return of university faculty).

FIGURE 1. The Sampling Cycle



Universe: All the living women teachers and ex-teachers to have obtained a license to teach in the Province of Nfld. and Labrador

Population: All certificated women teachers in the Province of Nfld. and Labrador who were on the government payroll during the 1971-72 school year (N = 4,708)

Invited Sample: A randomly selected probability sample of ten per cent of the population of women teachers (n = 470)

Accepting Sample: The number of respondents returning completed questionnaires* (n = 276 or 60 per cent of the invited sample)

Data Producing Sample: All the accepting sample minus the unusable questionnaires (n = 265 or 56.4 per cent of the invited sample)

FINDINGS AND GENERALIZATIONS

* Excluding the 16 respondents who could not be located.

IV. PROVINCIAL ESTIMATES - THE FINDINGS

The findings in the form of provincial estimates of women teachers on most of the questionnaire items are shown in Tables 1 through 31, which cover the following general areas:

A. Demographic and Background Characteristics (Table 1)

B. Professional Preparation (Tables 2 through 7)

C. Methods of Obtaining Employment (Table 8)

D. Professional Background (Tables 9 through 12)

E. Career Orientations, Teaching Satisfactions, and Expectations (Tables 13 through 21)

F. The Financial Status of Teachers (Table 22)

G. Teacher Training (Tables 23 through 30)

H. Childhood Socializing Experiences (Table 31)

The tables are presented without the usual verbal accompaniment which means that the reader must be prepared to bring to any kind of interpretive confrontation with the figures an understanding of the Newfoundland school system or a high order of understanding of public school education in Canada. For this reason the report is not likely to be of value or interest to lay readers.

The raw data have been stratified by marital status and the size of the community in which the respondent was teaching in 1972. Both dimensions seem, a priori, to be major factors accounting for variance in teacher attitudes in the Province. No defense of the decision to stratify on these dimensions as opposed, say, to other important dimensions (e.g., the age of teachers) is given here, except to say that the factors chosen seem relevant in the Newfoundland setting and are commonly selected for this purpose in the empirical literature.

In each table the first set of columns lists the percentage distribution for all women teachers. The other sets of columns show similar tabulations for women teachers in different types of community: "small" communities of less than 3,000 people, and "large communities of 3,000 or more people. Each set of columns presents tabulations for single women teachers, married women teachers and the total, both married and single.

For each item a small number of respondents either skipped the question or gave an unreadable response. These "no answer" responses were not reported so that the computations of the percentage distribution are based only on those responding to the item. The items are percentaged down such that, if there are no "no answer" responses, the sum of all the percentages in each column for each questionnaire item will be 100 per cent[8] The difference from 100 in each case represents the proportion of "no answer" responses.

---

[8] The base n's or number of respondents in each of these sub-classes are as follows:

For all Women Teachers:	Total Single Teachers	=	112
	Total Married Teachers	=	153
	Total Sample Size	=	265
For Teachers in Small Communities:	Single Teachers	=	51
	Married Teachers	=	74
	Total Small Commun.	=	125
For Teachers in Large Communities:	Single Teachers	=	61
	Married Teachers	=	79
	Total Large Commun.	=	140

Since the items in the following tables are ordered differently than the items on the original questionnaire (Appendix A), the questionnaire item number is shown in parentheses after each tabulated variable. Most tabulations are shown in the same response category breakout as was provided on the original questionnaire form; in a few cases, however, the original categories were collapsed into a smaller number. To save space the questionnaire wording has been contracted for many items on the tables. The complete wording of the item, and all the response options, can be determined by referring to the original questionnaire (Appendix A).

TABLE 1

Demographic and Background Characteristics of Women Teachers by Community Type and Marital Status. 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Age (74)									
21 and under	30.4	7.8	17.4	47.1	5.4	22.4	10.0	10.1	12.9
22 to 24	24.1	11.1	16.6	17.6	12.2	14.4	33.3	10.1	18.6
25 to 29	7.1	30.1	20.4	5.9	28.4	19.2	0.0	31.1	21.4
30 to 34	8.0	15.7	12.5	5.9	16.2	12.0	13.3	15.2	12.9
35 to 39	5.4	8.5	7.2	2.0	10.8	7.2	10.0	6.3	7.1
40 to 49	9.8	16.3	13.6	7.8	18.9	14.4	13.3	13.9	12.9
50 to 59	13.4	10.5	11.7	11.8	8.1	9.6	16.7	12.7	13.6
60 and over	1.8	0.0	0.8	2.0	0.0	0.8	3.3	0.0	0.7
Province of Birth (71)									
Newfoundland	87.5	85.6	86.4	80.4	91.9	87.2	100.0	79.7	85.7
Prince Edward Island	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nova Scotia	3.6	3.3	3.4	2.0	0.0	0.8	0.0	6.3	5.7
New Brunswick	0.0	1.3	0.8	0.0	0.0	0.0	0.0	2.5	1.4
Quebec	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Ontario	0.0	2.6	1.5	0.0	2.7	1.6	0.0	2.5	1.4
Manitoba	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Saskatchewan	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Alberta	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
British Columbia	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Northwest Territories	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Country of Birth (72)									
United Kingdom	0.9	3.9	2.6	2.0	2.7	2.4	0.0	5.1	2.9
Republic of Ireland	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
United States of America	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Citizenship (73)									
Canadian	85.7	92.2	89.4	75.4	91.9	86.4	90.0	92.4	92.1
United Kingdom	0.0	1.3	0.8	0.0	2.7	1.6	0.0	0.0	0.0
U.S.A.	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Father's Educational Attainment (88)									
No Formal Schooling	3.6	3.3	3.4	5.9	2.7	4.0	3.3	3.8	2.9
4th Grade or Less	12.5	20.9	17.4	17.6	27.0	23.2	13.3	15.2	12.1
8th Grade or Less	26.8	33.3	30.6	23.5	32.4	28.8	23.3	34.2	32.1
Some High School	17.9	19.0	18.5	19.6	16.2	17.6	16.7	21.5	19.3
Completed High School	7.1	11.8	9.8	3.9	10.8	8.0	6.7	12.7	11.4
Some College	12.5	3.9	7.5	5.9	2.7	4.0	13.3	5.1	10.7
Graduated from College	0.0	2.0	1.1	0.0	1.4	0.8	0.0	2.5	1.4
Attended Grad. School	1.8	1.3	1.5	0.0	2.7	1.6	3.3	0.0	1.4
Attained Advanced Degree	0.9	0.7	0.8	0.0	0.0	0.0	3.3	1.3	1.4
Mother's Educational Attainment (88)									
No Formal Schooling	0.9	2.0	1.5	2.0	4.1	3.2	0.0	0.0	0.0
4th Grade or Less	7.1	11.8	9.8	7.8	16.2	12.8	13.3	7.6	7.1
8th Grade or Less	29.5	28.8	29.1	29.4	33.8	32.0	13.3	[illegible]	26.4
Some High School	20.5	26.8	24.2	27.5	28.4	28.0	13.3	25.3	20.7
Completed High School	8.9	17.6	14.0	2.0	9.5	6.4	16.7	25.3	20.7
Some College	12.5	7.2	9.4	5.9	2.7	4.0	23.3	11.4	14.3
Graduated from College	1.8	0.7	1.1	2.0	0.0	0.8	0.0	1.3	1.4
Attended Grad. School	1.8	0.7	1.1	0.0	1.4	0.8	3.3	0.0	1.4
Attained Advanced Degree	0.9	0.0	0.4	0.0	0.0	0.0	3.3	0.0	1.4

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Husband's Educational Attainment (88)									
No Spouse	83.9	0.0	35.5	76.5	0.0	31.2	80.0	0.0	39.3
No Formal Schooling	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0
4th Grade or Less	0.0	1.3	6.4	0.0	2.7	1.6	0.0	0.0	0.0
8th Grade or Less	0.0	11.1	14.7	0.0	16.2	9.6	0.0	6.3	3.6
Some High School	1.8	24.2	11.7	3.9	29.7	19.2	0.0	19.0	10.7
Completed High School	0.0	20.3	9.4	0.0	21.6	12.8	0.0	19.0	10.7
Some College	0.9	15.7	6.4	2.0	8.1	5.6	0.0	22.8	12.9
Graduated from College	0.0	11.1	4.2	0.0	8.1	4.8	0.0	13.9	7.9
Attended Grad. School	0.9	6.5	2.3	2.0	6.8	4.8	0.0	6.3	3.6
Attained Advanced Degree	0.9	3.3	0.4	0.0	1.4	0.8	3.3	5.1	3.6
Religion (87)									
Anglican	19.6	22.9	21.5	21.6	29.7	26.4	20.0	16.5	17.1
Roman Catholic	56.3	40.5	47.2	49.0	39.2	43.2	50.0	41.8	50.7
Pentecostal	1.8	2.6	2.3	0.0	1.4	0.8	3.3	3.8	3.6
Salvation Army	0.9	5.9	3.8	0.0	5.4	3.2	0.0	6.3	4.3
United Church	14.3	22.2	18.9	13.7	20.3	17.6	26.7	24.1	20.0
Seventh Day Adventist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	4.6	2.6	0.0	4.1	2.4	0.0	5.1	2.9
None	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No Answer	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Percentage Describing Themselves as Conservative in Religious Beliefs (85)									
Conservative	37.5	52.3	46.0	27.5	52.7	42.4	50.0	51.9	49.3
Not Conservative	46.4	37.3	41.1	47.1	32.4	38.4	36.7	41.8	43.6

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Religiosity (86)									
Deeply Religious	10.7	7.2	8.7	3.9	5.4	4.8	16.7	8.9	12.1
Moderately Religious	72.3	80.4	77.0	78.4	89.2	84.8	63.3	72.2	70.0
Largely Indifferent to Religion	8.0	6.5	7.2	2.0	1.4	1.6	16.7	11.4	12.1
Basically Opposed to Religion	0.9	3.3	2.3	0.0	2.7	1.6	0.0	3.8	2.9
Marital Status (1)									
Married		57.8	57.8		28.2	59.2		29.7	56.4
Single	34.3		34.3	19.2		33.6	11.3		35.0
Religious Order	7.9		7.9			7.2			8.6
Number of Children (2)									
One	1.8	17.6	10.9	3.9	17.6	12.0	0.0	17.7	10.0
Two	1.8	21.6	13.2	0.0	21.6	12.8	3.3	21.5	13.6
Three	0.9	8.5	5.3	0.0	10.8	6.4	1.6	6.3	4.3
Four or more	0.9	18.4	10.9	2.0	21.8	13.6	0.0	15.2	8.6
Father's Occupation (45)									
Physician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Male-Nurse	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laboratory Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dietician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical	0.9	0.7	0.4	0.0	1.4	0.8	1.6	0.0	0.7
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Administrator	1.8	0.0	0.8	0.0	0.0	0.0	3.3	0.0	1.4
Military: Officer Rank	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Military: NCO, other ranks	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Police	1.8	0.7	1.1	2.0	0.0	0.8	1.6	1.3	1.4

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Father's Occupation (Continued) (45)									
Librarian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clergy	0.9	2.6	1.9	0.0	2.7	1.6	1.6	2.5	2.1
Other Public Service	0.9	3.9	2.6	0.0	1.4	0.8	1.6	6.3	4.3
Architect, Planner	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalist, Writer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, Elementary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, Secondary	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
School Administrator	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
College Teacher, Prof.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Engineer	1.8	0.0	0.8	2.0	0.0	0.0	1.6	0.0	0.7
Scientist, Researcher	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Scientific Technician	1.8	0.0	0.8	0.0	0.0	0.0	3.3	0.0	1.4
Business Executive, Large Company	0.9	1.3	1.1	0.0	0.0	0.0	1.6	2.5	2.1
Business Executive, Small Company	1.8	3.3	2.6	0.0	2.7	1.6	3.3	3.8	3.6
Accountant	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Secretary, Clerk	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Salesman, Buyer	1.8	2.6	2.3	0.0	4.1	2.4	3.3	1.3	2.1
Other Business	4.5	3.3	3.8	2.0	2.7	2.4	6.6	3.8	5.0
Farmer, Farm Owner	1.8	6.5	4.5	0.0	6.8	4.0	3.3	6.3	5.0
Farm Worker	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Fisherman, Inshore:									
Boat Owner	6.3	12.4	9.8	9.8	17.6	14.4	3.3	7.6	5.7
Crew Member	0.0	2.0	1.1	0.0	2.7	1.6	0.0	1.3	0.7
Fisherman, Offshore:									
Boat Owner	0.0	1.3	0.8	0.0	2.7	1.6	0.0	0.0	0.0
Crew Member	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Father's Occupation (Continued) (45)									
Ship's Captain or Officer:									
Vessel 100 tons or over	0.9	3.3	2.3	0.0	2.7	1.6	1.6	3.8	2.9
Vessel less than 100 tons	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Ship Crew Member	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Skilled Craftsman	6.3	10.5	8.7	5.9	12.2	9.6	6.6	8.9	7.9
Foreman, Inspector	4.5	3.9	4.2	5.9	1.4	3.2	3.3	6.3	5.0
Fish Plant Worker	0.9	2.0	1.5	2.0	2.7	2.4	0.0	1.3	0.7
Semi-skilled Worker	11.6	13.1	12.5	11.8	8.1	9.6	11.5	17.7	15.0
Labourer	4.5	9.8	7.5	5.9	14.9	11.2	3.3	5.1	4.3
Housewife	-	-	-	-	-	-			
None	2.7	1.3	1.9	5.9	1.4	3.2	0.0	1.3	0.7
Size, Community of Origin (76)									
Under 500 People	24.1	33.3	29.4	25.5	41.9	35.2	26.7	25.3	24.3
500 - 2,999	39.3	33.3	35.8	54.9	40.5	46.4	30.0	25.6	26.4
3,000 - 9,999	8.9	17.6	14.0	3.9	4.1	4.0	16.7	20.4	22.9
10,000 - 150,000	21.4	9.8	14.7	2.0	6.8	4.8	26.7	12.7	23.6
Over 150,000	0.0	3.3	1.9	0.0	1.4	0.8	0.0	5.1	2.9
Type of High School Attended (77A)									
Roman Catholic	52.7	35.3	42.6	51.0	36.5	42.4	43.3	34.2	42.9
Salvation Army	0.9	2.6	1.9	0.0	2.7	1.6	0.0	2.5	2.1
United Church	8.0	19.6	14.7	5.9	20.3	14.4	16.7	19.0	15.0
Pentecostal	0.9	2.0	1.5	0.0	1.4	0.8	0.0	2.5	2.1
Anglican	14.3	17.6	16.2	11.8	24.3	19.2	16.7	11.4	13.6

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Type of High School Attended (Cont'd.) (77A)									
Amalgamated	9.8	11.1	10.6	11.8	6.8	8.8	13.3	15.2	12.1
Private School, Religious Affil.	1.8	2.6	2.3	0.0	2.7	1.6	6.7	2.5	2.9
Private School, Non-religious	1.8	0.7	1.1	0.0	0.0	0.0	3.3	1.3	2.1
Public High School Outside Nfld.	1.8	7.8	5.3	2.0	4.1	3.2	0.0	11.4	7.1

TABLE 2

The Occupational Inheritance of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Mother's Occupation (45)									
Physician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	1.8	0.7	1.1	0.0	0.0	0.0	3.3	1.3	2.1
Therapist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dietician, Home Economist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pharmacist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical or Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Administrator	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Police	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Worker	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Clergy	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other Public Service	0.9	1.3	1.1	2.0	1.4	1.6	0.0	1.3	0.7
Architect, Designer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writer, Journalist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, elementary	2.7	5.9	4.5	2.0	4.1	3.2	3.3	7.6	5.7
Teacher, secondary	0.9	1.3	1.1	0.0	2.7	1.6	1.6	0.0	0.7
School administrator	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
College Teacher, Professor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Engineer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, researcher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Official, large company	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Official, small company	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Accountant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 2 (Cont'd.)

The Occupational Inheritance of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Secretary, Clerk	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Salesman, Buyer	0.9	1.3	1.1	0.0	2.7	1.6	1.6	0.0	0.7
Other Business	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Farmer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Farm Worker	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Skilled Craftsman	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foreman, Inspector	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fish Plant Worker	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Semi-skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Labourer	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	54.5	77.1	67.5	52.9	77.0	67.2	55.7	77.2	67.9
None	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7
Members of Immediate Family in Teaching (79)									
None	57.1	55.6	56.2	47.1	59.5	54.4	73.3	51.9	57.9
One	19.6	20.3	20.0	17.6	20.3	19.2	20.0	20.3	20.7
Two	6.3	7.2	6.8	9.8	8.1	8.8	0.0	6.3	5.0
Three or more	3.6	2.0	2.6	3.9	2.7	3.2	3.3	1.3	2.1
Other Family Members in Teaching: uncles, aunts cousins (79)									
None	33.9	36.6	35.5	23.5	39.2	32.8	53.3	34.2	37.9
One	19.6	20.9	20.4	15.7	25.7	21.6	16.7	16.5	9.3
Two	17.9	10.5	13.6	19.6	6.8	12.0	16.7	13.9	15.0
Three or more	11.6	16.3	14.3	15.7	12.2	13.6	6.7	20.3	15.0

TABLE 2 (Cont'd.)

The Occupational Inheritance of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Friends of the Family in Teaching (excluding close personal friends) (79)									
None	25.9	33.3	30.2	13.7	32.4	24.8	40.0	34.2	35.0
One	7.1	3.9	5.3	7.8	2.7	4.8	0.0	5.1	5.7
Two	9.8	12.4	11.3	15.7	13.5	14.4	6.7	11.4	8.6
Three or more	30.4	32.7	31.7	29.4	31.1	30.4	33.3	34.2	32.9
Close Personal Friends in Teaching (79)									
None	33.0	43.1	38.9	21.6	37.8	31.2	43.3	48.1	45.7
One	9.8	9.8	9.8	11.8	8.1	9.6	10.0	11.4	10.0
Two	10.7	11.1	10.9	11.8	16.2	14.4	10.0	6.3	7.9
Three or more	28.6	18.3	22.6	33.3	18.9	24.8	23.3	17.7	20.7
High School Classmates Taking Teacher Training at the Same Time (78)									
None	32.1	38.6	35.8	21.6	39.2	32.0	50.0	38.0	39.3
One	17.9	13.7	15.5	21.6	14.9	17.6	20.0	12.7	13.6
Two	7.1	8.5	7.9	5.9	5.4	5.6	6.7	11.4	10.0
Three	8.9	7.2	7.9	9.8	10.8	10.4	6.7	3.8	5.7
Four - Five	10.7	15.7	13.6	9.8	17.6	14.4	6.7	13.9	12.9
Six - Ten	10.7	5.2	7.5	9.8	4.1	6.4	10.0	6.3	8.6
Eleven or more	4.5	6.5	5.7	5.9	2.7	4.0	0.0	10.1	7.1

TABLE 3

The Motives of Women Teachers Entering Teaching, Stratified by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing Strongly or With Reservations (47, last 17 only) I Took Teacher Training in Order to:									
Satisfy job requirements	47.3	57.5	53.2	31.4	48.7	41.6	60.6	65.8	63.5
Continue my intellectual growth	61.6	63.4	62.6	47.0	62.2	56.0	73.7	64.5	68.6
Obtain an occupation with high prestige	26.8	29.4	28.3	29.6	28.4	24.8	32.8	30.4	31.5
Increase earning power	47.4	55.6	52.0	35.3	50.0	44.0	57.3	60.8	59.2
Prepare for an academic career	62.6	66.7	64.9	51.0	62.1	57.6	72.1	70.9	71.4
Find myself	17.0	17.6	17.4	7.9	23.0	16.8	24.6	12.6	17.9
Learn to get along with people	22.4	26.8	24.9	21.5	24.3	23.2	22.9	29.1	26.4
See whether I really liked a particular field of study	33.0	30.1	31.3	27.5	27.0	27.2	37.7	32.0	35.0
Obtain a well-rounded general education	44.6	47.1	46.0	33.4	46.0	40.8	53.1	48.1	50.7
Get away from home	4.5	2.0	3.0	3.9	13.6	2.4	4.9	2.5	3.6
Better serve mankind	53.5	50.3	51.7	37.3	51.4	45.6	67.2	49.3	57.1
Engage in political activities	1.8	3.3	2.6	3.9	2.7	3.2	0.0	3.8	2.1
Prepare for marriage	3.6	3.9	3.8	5.9	4.1	4.8	1.6	3.8	2.9
Be with my school friends	8.0	3.9	5.7	3.9	5.4	4.8	11.4	2.5	6.4
Get a fresh start in life	25.1	19.0	21.5	27.4	20.3	23.2	23.0	17.8	20.0

TABLE 4

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Years of Post-Secondary Training beyond First Year at MUN or Grade 12 outside Nfld. (3)									
None	11.6	22.9	18.1	21.6	32.4	28.0	3.3	13.9	9.3
Some, but less than one year	6.3	15.7	11.7	7.8	21.6	16.0	4.9	10.1	7.9
One year	16.1	15.7	15.8	19.6	14.9	16.8	13.1	16.5	15.0
Two years	14.3	11.1	12.5	15.7	8.1	11.2	13.1	13.9	13.6
Three years	16.1	13.7	14.7	15.7	6.8	10.4	16.4	20.3	18.6
Four years	17.0	13.1	14.7	9.8	6.8	8.0	23.0	19.0	20.7
Five years	4.5	2.6	3.4	3.9	2.7	3.2	4.9	22.5	3.6
Six years	3.6	0.7	1.9	0.0	0.0	0.0	6.6	1.3	3.6
Seven years	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
More than seven	4.5	0.0	1.5	0.0	0.0	0.0	6.6	0.0	2.9
Degree Held (4)									
None	29.5	43.0	37.7	43.1	50.0	47.2	18.0	38.0	29.3
B.A., Humanities	1.8	3.0	2.6	2.0	2.7	2.4	1.6	3.8	2.9
B.A., Social Sciences	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
B.Sc., Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Sc., Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B. Comm.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B. Nursing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.S.W.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.A. Hons., Humanities	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
B.A. Hons., Social Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Sc. Hons., Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Sc. Hons., Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Comm. Hons.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Conjoint B.Ed., B.A.	10.7	3.3	6.4	3.9	1.4	2.4	16.4	5.1	10.0
Conjoint B.Ed., B.Sc.	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Degree Held (4) (Cont'd)									
B.A. (Ed.), Primary	6.3	2.6	4.2	5.9	0.0	2.4	6.6	5.1	5.7
B.A. (Ed.), Elementary	11.6	7.2	9.1	5.9	2.7	4.0	16.4	11.4	13.6
B.A. (Ed.), High School	1.8	1.3	1.5	0.0	1.4	0.8	3.3	1.3	2.1
M.A., Humanities	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
M.A., Social Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.Sc., Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.Sc., Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.Ed., Ed. Admin.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.Ed., Curric.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
M.Ed., Counselling	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	5.4	3.9	4.5	5.9	2.7	4.0	4.9	5.1	5.0
Present Certification Standing (6)									
D License	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
A, B, or C License	0.9	3.9	2.6	2.0	8.1	5.6	0.0	0.0	0.0
Grade 1	12.5	30.1	22.6	21.6	43.2	34.4	4.9	17.7	12.1
Grade 2	23.2	22.9	23.0	25.5	18.9	21.6	21.3	26.6	24.3
Grade 3	11.6	8.5	9.8	13.7	5.4	8.8	9.8	11.4	10.7
Grade 4	17.9	14.4	15.8	15.7	8.1	11.2	19.7	20.3	20.0
Grade 5	9.8	6.5	7.9	3.9	2.7	3.2	14.8	10.1	12.1
Grade 6	10.7	0.7	4.9	5.9	0.0	2.4	14.8	1.3	7.1
Grade 7	2.7	0.7	1.5	0.0	0.0	0.0	4.9	1.3	2.9
Other	0.9	2.0	1.5	2.0	2.7	2.4	0.0	1.3	0.7

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Change in Certification Standing since Entering Teaching (5)									
No change	16.1	20.3	18.5	13.7	23.0	19.2	18.0	17.7	17.9
Certification standing upgraded	59.8	65.4	63.0	56.9	56.8	56.8	62.3	73.4	68.6
Currently working on upgrading certification	22.3	13.1	17.0	29.4	17.6	22.4	16.4	8.9	12.1
Regional Origin of Earliest Teaching Certification (7)									
Newfoundland	93.8	89.5	91.3	98.0	94.6	96.0	90.2	84.8	87.1
Nova Scotia	3.6	3.3	3.4	2.0	1.4	1.6	4.9	5.1	5.0
Other Canadian Province	0.9	3.9	2.6	0.0	2.7	1.6	1.6	5.1	3.6
United Kingdom	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Republic of Ireland	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
U.S.A.	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Continental Europe	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Australia or New Zealand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asia	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Type of Educational Institution where Teacher Training Obtained (46)									
MUN	65.2	82.4	75.1	58.8	86.5	75.2	70.5	78.5	75.0
Other Canadian University	9.8	5.2	7.2	9.8	1.4	4.8	9.8	8.9	9.3
Other University (outside Canada)	5.4	1.3	3.0	2.0	0.0	0.8	8.2	2.5	5.0
Teacher Training College	5.4	6.5	6.0	5.9	5.4	5.6	4.9	7.6	6.4
Normal School	3.6	1.3	2.3	5.9	2.7	4.0	1.6	0.0	0.7
Other Post-Secondary Institution	2.7	0.0	1.1	2.0	0.0	0.8	3.3	0.0	1.4
None	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0,7

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Registration Status as Undergraduate Full-time Student (50)									
All undergraduate work as full-time student	30.4	34.0	32.5	15.7	28.4	23.2	42.6	39.2	40.7
Half or more of courses taken full-time	22.3	15.0	18.1	25.5	9.5	16.0	19.7	20.3	20.0
Half or more of courses taken part-time	32.1	33.3	32.8	31.4	40.5	36.8	32.8	26.6	29.3
Age at Commencement of Teaching Career (81)									
Under 20	61.6	74.5	69.1	78.4	83.8	81.6	50.0	65.8	57.9
20	9.8	9.8	9.8	7.8	6.8	7.2	10.0	12.7	12.1
21	11.6	7.2	9.1	0.0	1.4	0.8	20.0	12.7	16.4
22	6.3	2.0	3.8	0.0	2.7	1.6	10.0	1.3	5.7
23-25	3.6	2.0	2.6	0.0	2.7	1.6	6.7	1.3	3.6
26-29	0.9	0.0	0.4	0.0	0.0	0.0	3.3	0.0	0.7
30-34	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
35-39	0.9	0.7	0.8	2.0	1.4	0.8	0.0	1.3	0.7
40 or older	0.0	2.0	1.1	0.0	0.0	0.0	0.0	2.5	1.4
Area of Specialization in which Most Adequately Prepared (23, 1)									
Reading	11.6	15.7	14.0	9.8	21.6	16.8	13.1	10.1	11.4
History	4.5	2.0	3.0	3.9	1.4	2.4	4.9	2.5	3.6
Geography	0.9	1.3	1.1	0.0	2.7	1.6	1.6	0.0	0.7
A Social Science	5.4	3.3	4.2	3.9	2.7	3.2	6.6	3.8	5.0

(Cont'd)

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Other Social Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Lanaguage	10.7	7.8	9.1	11.8	4.1	7.2	9.8	11.4	10.7
English Literature	14.3	5.2	9.1	7.8	4.1	5.6	19.7	6.3	12.1
French	4.5	5.2	4.9	5.9	2.7	4.0	3.3	7.6	5.7
Other Language	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Mathematics	7.1	13.1	10.6	9.8	17.6	14.4	4.9	8.9	7.1
Physics	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biology	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Earth Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical Eduation	0.0	1.3	0.8	0.0	0.0	0.0	0.0	2.5	1.4
Home Economics	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Art	1.8	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Music	4.5	0.7	2.3	3.9	0.0	1.6	4.9	1.3	2.9
Drama	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speech, voice	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Library	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Wood work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Metal Work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Crafts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other industrial-vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Typing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Shorthand	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Bookkeeping	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Commercial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Exceptional Children	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Counselling	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Administration	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Audiovisual specialist	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Curriculum consultant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pre-school education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kindergarten	8.0	11.8	10.2	9.8	12.2	11.2	6.6	11.4	9.3

(Cont'd)

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Area of Specialization in which Most Adequately Prepared (23, 1) (Cont'd)									
Religious education	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Other	0.9	2.0	1.5	2.0	0.0	0.8	0.0	3.8	2.1
Present Principal Teaching Field (23, 3)									
Reading	19.6	8.5	13.2	23.5	5.4	12.8	16.4	11.4	13.6
History	1.8	0.7	1.1	3.9	0.0	1.6	0.0	1.3	0.7
Geography	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A Social Science	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other Social Studies	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
English Language	4.5	1.3	2.6	3.9	0.0	1.6	4.9	2.5	3.6
English Literature	7.1	3.3	4.9	3.9	4.1	4.0	9.8	2.5	5.7
French	0.9	2.0	1.5	0.0	0.0	0.0	1.6	3.8	2.9
Other Language	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics	6.3	3.9	4.9	7.8	4.1	5.6	4.9	3.8	4.3
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Earth Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical Education	0.0	1.3	0.8	0.0	0.0	0.0	0.0	2.5	1.4
Home Economics	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Art	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Music	2.7	2.6	2.6	0.0	2.7	1.6	4.9	2.5	3.6
Drama	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speech, voice	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Library	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Wood work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Present Principal Teaching Field (23, 3) (Cont'd)									
Metal work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Crafts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Industrial-Vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Typing	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Shorthand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Bookkeeping	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other commercial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Exceptional children	2.7	4.6	3.8	3.9	5.4	4.8	1.6	3.8	2.9
Counselling	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Administration	0.9	1.3	1.1	0.0	0.0	0.0	1.6	2.5	2.1
Audiovisual specialist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Curriculum consultant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pre-school education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kindergarten	7.1	7.8	7.5	2.0	8.1	5.6	11.5	7.6	9.3
Religious education	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Other	7.1	16.3	12.5	3.9	18.9	12.8	9.8	13.9	12.1
Grades Taught (30)									
Pre-school	0.9	0.7	0.4	2.0	1.4	0.8	0.0	0.0	0.0
Kindergarten	8.9	9.2	9.1	3.9	12.2	8.8	13.1	6.3	9.3
One	11.6	16.3	14.3	13.7	17.6	16.0	9.8	15.2	12.9
Two	17.9	9.2	12.8	19.6	13.5	16.0	16.4	5.1	10.0
Three	10.7	13.1	12.1	15.7	8.1	11.2	6.6	17.7	12.9
Four	8.0	10.5	9.4	9.8	9.5	9.6	6.6	11.4	9.3
Five	8.9	5.9	7.2	7.8	5.4	6.4	9.8	6.3	7.9
Six	2.7	10.5	7.2	3.9	9.5	7.2	1.6	11.4	7.1
Seven	7.1	4.6	5.7	3.9	6.8	5.6	9.8	2.5	5.7
Eight	4.5	7.2	6.0	3.9	1.4	2.4	4.9	12.7	9.3
Nine	2.7	0.7	1.5	0.0	1.4	0.8	4.9	0.0	2.1

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Grades Taught (30) (Cont'd)									
Ten	2.7	0.0	1.1	2.0	0.0	0.8	3.3	0.0	1.4
Eleven	4.5	0.7	2.3	3.9	0.0	1.6	4.9	1.3	2.9
No regular teaching	5.4	5.2	5.3	7.8	5.4	6.4	3.3	5.1	4.3
Hours per Week in Classroom Teaching (31)									
None	1.8	2.0	1.9	2.0	0.0	0.8	1.6	3.8	2.9
Under 2 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2-4 hours	5.4	2.6	3.8	3.9	1.4	2.4	6.6	3.8	5.0
5-9 hours	17.9	19.0	18.5	19.6	17.6	18.4	16.4	20.3	18.6
10-14 hours	1.8	2.0	1.9	0.0	2.7	1.6	3.3	1.3	2.1
15-19 hours	1.8	4.6	3.4	2.0	1.4	1.6	1.6	7.6	5.0
20-24 hours	31.3	21.6	25.7	19.6	16.2	17.6	41.0	26.6	32.9
25-30 hours	35.7	43.1	40.0	49.1	52.7	50.4	26.2	34.2	30.7
Average Class Size of Classes Taught (32)									
Under 10	2.7	2.0	2.3		4.1	4.8	0.0	0.0	0.0
10-19	8.9	9.2	9.1		12.2	9.6	11.5	6.3	8.6
20-24	5.4	3.9	4.5		5.4	4.8	6.6	2.5	4.3
25-29	24.1	22.2	23.0		27.0	27.2	21.3	17.7	19.3
30-34	35.7	32.0	33.6		29.7	33.6	32.8	34.2	33.6
35-39	11.6	22.9	18.1		16.2	13.6	13.1	29.1	22.1
40-44	5.4	3.3	4.2		2.7	2.4	8.2	3.8	5.7
45 and over	0.0	0.7	0.4		0.0	0.0	0.0	1.3	0.7
No regular teaching	2.7	1.3	1.9		0.0	0.8	3.3	2.5	2.9

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Distance of School from St. John's (80)									
In St. John's	24.1	16.3	19.6	7.8	2.7	4.8	46.7	29.1	32.9
Less than 50 miles	13.4	9.2	10.9	13.7	14.9	14.4	10.0	3.8	7.9
50-99 miles	9.8	13.7	12.1	11.8	20.3	16.8	6.7	7.6	7.9
100-149	2.7	3.9	3.4	3.9	4.1	4.0	0.0	3.8	2.9
150-199	3.6	2.6	3.0	7.8	2.7	4.8	0.0	2.5	1.4
200-299	9.8	12.4	11.3	11.8	10.8	11.2	6.7	13.9	11.4
300-499	14.3	16.3	15.5	11.8	16.2	14.4	20.0	16.5	16.4
500-749	13.4	15.0	14.3	13.7	17.6	16.0	10.0	12.7	12.9
750-1000	0.0	1.3	0.8	0.0	2.7	1.6	0.0	0.0	0.0
Over 1000 miles	0.9	3.9	2.6	4.0	4.1	3.2	0.0	3.8	2.1

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Total Number of Different Pupils Taught Per Week (33)									
Under 30	29.5	24.8	26.8	35.3	32.4	33.6	24.6	17.7	20.7
30-39	27.7	30.1	29.1	33.3	32.4	32.8	23.0	27.8	25.7
40-49	5.4	9.2	7.5	2.0	10.8	7.2	8.2	7.6	7.9
50-99	14.3	15.0	14.7	11.8	8.1	9.6	16.4	21.5	19.3
100-149	6.3	5.2	5.7	2.0	1.4	1.6	9.8	8.9	9.3
150-199	3.6	2.0	2.6	0.0	1.4	0.8	6.6	2.5	4.3
200 or more	6.3	7.2	6.8	5.9	5.4	5.6	6.6	8.9	7.9
School Size (Number of Pupils in School) (34)									
Under 100	6.3	6.5	6.4	9.8	12.2	11.2	3.3	1.3	2.1
100-299	38.4	32.0	34.7	49.0	45.9	47.2	29.5	19.0	23.6
300-499	19.6	28.8	24.9	15.7	25.7	21.6	23.0	31.6	27.9
500-699	17.9	15.0	16.2	11.8	5.4	8.0	23.0	24.1	23.6
700-900	7.1	7.8	7.5	3.9	1.4	2.4	9.8	13.9	12.1
Over 900	7.1	2.0	4.2	3.9	1.4	2.4	9.8	2.5	5.7
Number of Full-time Teachers in the School (35)									
5 or less	12.5	12.4	12.5	19.6	21.6	20.8	6.6	3.8	5.0
6-15	46.5	48.4	47.5	54.9	56.8	56.0	39.3	40.5	40.0
16-25	19.6	19.6	19.6	11.8	12.2	12.0	26.2	26.6	26.4
26-30	8.0	9.8	9.1	2.0	2.7	2.4	13.1	16.5	15.0
Over 30	9.8	2.6	5.7	7.8	1.4	3.2	11.5	5.1	7.9

TABLE 5

The Patterns of University Experience of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Undergraduate Major Field (14, 2)									
Agriculture/Forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Architecture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biological Sciences	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Commerce	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical Education	0.9	1.3	1.1	0.0	0.0	0.0	1.6	2.5	2.1
Primary Education	4,5	3.3	3.8	3.9	4.1	4.0	4.9	2.5	3.6
Elementary Education	7.1	7.8	7.5	3.9	6.8	5.6	9.8	8.9	9.3
High School Education	1.8	1.3	1.5	2.0	0.0	0.9	1.6	2.5	2.1
Counselling	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Educational Administration	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Educational Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electrical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mechanical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Engineering Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Drama, Speech	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	1.8	0.7	1.1	0.0	0.0	0.0	3.3	1.3	2.1
Geography	0.9	0.7	0.8	2.0	1.4	1.6	0.0	0.0	0.0
Medicine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Health Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Language & Literature	15.2	7.2	10.6	9.8	4.1	6.4	19.7	10.1	14.3
French	0.9	3.9	2.6	2.0	1.4	1.6	0.0	6.3	3.6
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 5 (Cont'd)

The Patterns of University Experience of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
(Q. 14, 2 cont'd)									
Classics	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Folklore	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
History	3.6	4.6	4.2	3.9	2.7	3.2	3.3	6.3	5.0
Philosophy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religion and Theology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Humanities Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Law	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Library Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics and Statistics	0.9	0.7	0.8	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	1.6	1.3	1.4
Earth Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sociology, Anthropology	2.7	2.0	2.3	2.0	2.7	2.4	3.3	1.3	2.1
Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Political Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	4.5	2.6	3.4	7.8	1.4	4.0	1.6	3.8	2.9
Social Work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
None	0.9	3.9	2.6	2.0	4.1	3.2	0.0	3.8	2.1
Undergraduate Degree (14, 4)									
Agriculture, Forestry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Architecture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biological Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Commerce	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical Education	0.9	1.3	1.1	2.0	0.0	0.8	0.0	0.0	0.0
Primary Education	14.3	9.2	11.3	15.7	8.1	11.2	0.0	2.5	1.4
Elementary Education	22.3	22.9	22.6	21.6	13.5	16.8	13.1	10.1	11.4
							23.0	31.6	27.9

TABLE 5 (Cont'd)

The Patterns of University Experience of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
(Q. 14, 4 Cont'd)									
High School Education	10.7	7.2	8.7	7.8	5.4	6.4	13.1	8.9	10.7
Counselling	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Educational Administration	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Educational fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electrical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mechanical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Engineering Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Drama, Speech	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	1.8	0.0	0.8	0.0	0.0	0.0	3.3	0.0	1.4
Geography	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Medicine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Health Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Language & Literature	1.8	0.7	1.1	0.0	1.4	0.8	3.3	0.0	1.4
French	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Classics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Folklore	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
History	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Philosophy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religion, Theology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Humanities Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 5 (Cont'd)

The Patterns of University Experience of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
(Q. 14, 4 Cont'd)									
Law	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Library Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics and Statistics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Earth Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sociology, Anthropology	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Political Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Social Work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
None	0.9	3.9	2.6	2.0	6.8	4.8	0.0	1.3	0.7
Changes in Degree Program (12)									
Changed Degree Program	8.0	7.2	7.5	2.0	9.5	6.4	13.1	5.1	8.6
Seriously Considered Change	5.4	5.2	5.3	7.8	4.1	5.6	3.3	6.3	5.0
Considered Change, but not seriously	9.8	9.2	9.4	5.9	6.8	6.4	13.1	11.4	12.1
Never Considered Change	65.2	58.2	61.1	74.5	52.7	61.6	57.4	63.3	60.7
Reasons for changing Degree Program at University (13) Percentage specifying "definitely yes" or "somewhat".									
Grades too low	0.9	2.0	1.5	0.0	2.7	1.6	1.6	1.3	1.4

TABLE 5 (Cont'd)

The Patterns of University Experience of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnarie Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
(Q. 13 cont'd)									
Grades high enough to permit transfer	0.0	3.3	1.9	0.0	1.4	0.8	0.0	5.0	2.8
Dissatisfaction with intended program	1.8	6.6	4.5	0.0	6.8	4.0	3.3	6.4	5.0
Completed requirements to transfer	0.9	2.7	1.9	0.0	1.4	0.8	1.6	3.8	2.8
Found another program more interesting	4.5	4.6	4.5	2.0	4.1	3.2	6.6	5.0	5.8
More job opportunities in the new program	1.8	2.6	2.3	0.0	1.4	0.8	3.3	3.8	3.5
Led to occupation with greater prestige	0.9	2.0	1.5	0.0	2.7	1.6	1.6	1.3	1.4
Career interests changed	3.6	5.9	4.9	4.0	6.8	5.6	3.2	5.1	4.3
Academic interests changed	2.7	4.6	3.8	0.0	6.8	4.0	4.9	2.6	3.5

TABLE 6

Some Selected Undergraduate Experiences of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Responding "Yes" to the Following Undergraduate Experiences (67)									
Elected to student office	1.8	2.6	2.3	0.0	0.0	0.0	0.0	5.1	4.3
Played on a varsity athletic team	7.1	5.2	6.0	7.8	2.7	4.8	3.3	7.6	7.1
Played intramural sports	17.0	14.4	15.5	13.7	9.5	11.2	16.7	19.0	19.3
Changed long term career plans	4.5	4.6	4.5	2.0	5.4	4.0	6.7	3.8	5.0
Flunked a course	28.6	20.9	24.2	21.6	21.6	21.6	23.0	20.3	26.4
Changed major field	14.3	6.5	9.8	13.7	6.8	9.6	16.7	6.3	10.0
Fell in love	12.5	22.9	18.5	5.9	20.3	14.4	13.3	25.3	22.1
Had leading role in play	13.4	16.3	15.1	13.7	16.2	15.2	10.0	16.5	15.0
Sang in a choir	27.7	29.4	28.7	19.6	23.0	21.6	43.3	35.4	35.0
Wrote article for student paper	5.4	5.2	5.3	2.0	4.1	3.2	6.7	6.3	7.1
Received treatment in student health centre	9.8	13.7	12.1	9.8	12.2	11.2	6.7	15.2	12.9
Participated in honours program	2.7	1.3	1.9	2.0	1.4	1.6	3.3	1.3	2.1
Placed on academic probation	1.8	0.7	1.1	2.0	0.0	0.8	3.3	1.3	1.4
Talked with instructor about personal matters	21.4	22.9	22.3	23.5	23.0	23.2	10.0	22.8	21.4

TABLE 6 (cont'd)

Some Selected Undergraduate Experiences of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Voted in student election	45.5	43.8	44.5	33.3	33.8	33.6	50.0	53.2	54.3
Discussed with instructor a topic of intellectual interest	38.5	36.6	37.4	31.4	27.0	28.8	40.0	45.6	45.0
Joined student political club	8.9	7.8	8.3	5.9	8.1	7.2	10.0	7.6	9.3
Took part in a debate	20.5	22.2	21.5	21.6	21.6	21.6	20.0	22.8	21.4
Worked in student election compaign	8.0	6.5	7.2	7.8	1.4	4.0	6.7	11.4	10.0
Discussed intellectual interests with friends	68.8	64.1	66.0	62.7	56.8	59.2	70.0	70.9	72.1
Attended lecture by visiting speaker	67.0	68.0	67.5	56.9	60.8	59.2	66.7	74.7	75.0
Visited home of professor	27.7	21.6	24.2	21.6	9.5	14.4	33.3	32.9	32.9
Chatted with Dean of Education	25.0	26.8	26.0	21.6	17.6	19.2	26.7	35.4	32.1
Served on a joint student-faculty committee	0.0	2.6	1.5	0.0	1.4	0.8	0.0	3.8	2.1
Played a musical instrument	17.9	19.6	18.9	11.8	14.9	13.6	23.3	24.1	23.6
Enjoyed the friendship of a professor	25.9	14.4	19.2	25.5	8.1	15.2	23.3	20.3	22.9
Loaned money to friends	32.1	26.1	28.7	33.3	28.4	30.4	36.7	24.1	27.1
Awarded scholarship for academic merit	7.1	5.9	6.4	5.9	4.1	4.8	6.7	7.6	7.9

TABLE 6 (cont'd)

Some Selected Undergraduate Experiences of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Took active part in a student club	12.5	18.3	15.8	7.8	8.1	8.0	16.7	27.8	22.9
Joined a student teachers club	16.1	14.4	15.1	9.8	10.8	10.4	16.7	17.7	19.3
Had faculty members act as sponsor when job hunting	8.9	5.2	6.8	7.8	4.1	5.6	6.7	6.3	7.9

TABLE 7

The Academic Self Ratings of Women Teachers by
Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating themselves "Among the Best" or "Above Average" among Teacher Training Students (49)	20.6	27.5	24.5	17.6	14.9	16.0	22.9	39.2	32.2
Percentage Rating themselves "Among the Best" or "Above Average" among all University Students (49)	10.7	15.1	13.2	7.8	4.1	5.6	13.1	25.3	20.0
Self-estimate of Percentage Grade in Last Year of Undergraduate Studies (51)									
80-100 per cent	9.8	8.5	9.1	5.9	2.7	4.0	13.1	13.9	13.6
70-79	32.1	32.7	32.5	31.4	18.9	24.0	32.8	45.6	40.0
65-69	29.5	27.5	28.3	27.5	32.4	30.4	31.1	22.8	26.4
55-64	10.7	9.8	10.2	9.8	14.9	12.8	11.5	5.1	7.9
50-54	0.9	2.0	1.5	0.0	2.7	1.6	1.6	1.3	1.4
Other	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Percentage of Students in Respondent's Graduating Class that Entered University (77b)									
Less than 10 per cent	29.5	44.4	38.1	35.3	43.2	40.0	26.7	45.6	36.4
10-25 per cent	26.8	24.2	25.3	19.6	25.7	23.2	36.7	22.8	27.1
26-50	19.6	11.8	15.1	19.6	9.5	13.6	13.3	13.9	16.4
51-75	8.0	6.5	7.2	5.9	6.8	6.4	10.0	6.3	7.9
76-90	3.6	2.6	3.0	0.0	1.4	0.8	6.7	3.8	5.0
More than 90 per cent	2.7	2.6	2.6	3.9	2.7	3.2	0.0	2.5	2.1

TABLE 8

Methods of Obtaining Employment in Teaching by
Women Teachers, by Community Type
And Marital Status: 1972

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage of Respondents Indicating that They used the Method in Obtaining their First Teaching Job (22A, 1)									
Family, Friends, Relatives	11.6	8.5	9.8	13.7	8.1	10.4	9.8	8.9	9.3
Colleagues or Contacts in the Field	8.9	7.8	8.3	5.9	4.1	4.8	11.5	11.4	11.4
Canada Manpower	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private Employment Agency	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Campus Placement Service	6.3	10.5	8.7	7.8	16.2	12.8	4.9	5.1	5.0
Local Paper - advertisement	6.3	2.6	4.2	5.9	0.0	2.4	6.6	5.1	5.7
Outside Paper - advertisement	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
Approaching Local Employers	27.7	24.2	25.7	33.0	25.7	28.8	23.0	22.8	22.9
Approaching Outside Employers	4.5	5.2	4.9	5.9	8.1	7.2	3.3	2.5	2.9
Letters of Application	46.4	46.4	46.4	41.2	41.9	41.6	50.8	50.6	50.7
Promotion with Same Employer	0.9	0.7	0.8	2.0	1.4	1.6	0.0	0.0	0.0
Continued Previous Employment	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Newfoundland Teachers' Assoc.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sponsorship of Univ. Professor	0.0	1.3	0.8	0.0	2.7	1.6	0.0	0.0	0.0
Other	9.8	7.2	8.3	5.9	4.1	4.8	13.1	10.1	11.4
Percentage Indicating the Successful Method of Obtaining their Most Recent Teaching Job (22A, 2)									
Family, Friends, Relatives	3.6	4.6	4.2	0.0	5.4	3.2	6.6	3.8	5.0
Colleagues or Contacts in the Field	3.6	7.2	5.7	3.9	5.4	4.8	3.3	8.9	6.4
Canada Manpower	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private Employment Agency	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7

TABLE 8 (Cont'd.)

Methods of Obtaining Employment in Teaching by
Women Teachers, by Community Type
And Marital Status: 1972

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating the Successful Method of Obtaining their Most Recent Teaching Job (22A, 2) (Cont'd)									
Campus Placement Service	1.8	0.0	0.8	2.0	0.0	0.8	1.6	0.0	0.7
Local Paper - advertisement	2.7	3.3	3.0	3.9	1.4	2.4	1.6	5.1	3.6
Outside Paper - advertisement	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Approaching Local Employers	12.5	22.9	18.5	17.6	20.3	19.2	8.2	25.3	17.9
Approaching Outside Employers	3.6	5.2	4.5	3.9	5.4	4.8	3.3	5.1	4.3
Letters of Application	29.5	34.0	32.1	21.6	29.7	26.4	36.1	38.0	37.1
Promotion with Same Employer	0.9	3.9	2.6	0.0	4.1	2.4	1.6	3.8	2.9
Continued in Previous Employment	6.3	3.9	4.9	3.9	5.4	4.8	8.2	2.5	5.0
Nfld. Teachers' Association	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sponsorship of Univ. Prof.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	4.5	2.0	3.0	3.9	1.4	2.4	4.9	2.5	3.6
Percentage Indicating the Order of First Importance of the Following Methods of Looking for a Teaching Position (22B)									
Family, Friends,Relatives	3.6	4.6	4.2	2.0	4.1	3.2	4.9	5.1	5.0
Colleagues in the Field	8.9	16.3	13.2	7.8	10.8	9.6	9.8	21.5	16.4
Sponsorship of Univ. Prof.	0.9	1.3	1.1	2.0	2.7	2.4	0.0	0.0	0.0
Canada Manpower	0.9	3.3	2.3	0.0	1.4	0.8	1.6	5.1	3.6
Private Employment Agency	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Campus Placement Service	6.3	4.6	5.3	7.8	5.4	6.4	4.9	3.8	4.3
Local Newspapers	2.7	7.8	5.7	0.0	8.1	4.8	4.9	7.6	6.4
Outside Newspapers	1.8	0.0	0.8	2.0	0.0	0.8	1.6	0.0	0.7
Letters of Application	54.5	54.9	54.7	62.7	59.5	60.8	47.5	50.6	49.3
Other	8.0	2.0	4.5	3.9	1.4	2.4	11.5	2.5	6.4

TABLE 9

The Qualifications and Experience of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Current Certification Standing (6,2)									
D License	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
A, B or C License	0.9	3.9	2.6	2.0	8.1	5.6	0.0	0.0	0.0
Grade 1	12.5	30.1	22.6	21.6	43.2	34.4	14.9	17.0	12.1
Grade 2	23.2	22.9	23.0	25.5	18.9	21.6	21.3	26.6	24.3
Grade 3	11.6	8.5	9.8	13.7	5.4	8.8	9.8	11.4	10.7
Grade 4	17.9	14.4	15.8	15.7	8.1	11.2	19.7	20.3	20.0
Grade 5	9.8	6.5	7.9	3.9	2.7	3.2	14.8	10.1	12.1
Grade 6	10.7	0.7	4.9	5.9	0.0	2.4	14.8	1.3	7.1
Grade 7	2.7	0.7	1.5	0.0	0.0	0.0	4.9	1.3	2.9
Other	0.9	2.0	1.5	2.0	2.7	2.4	0.0	1.3	0.7
Number of Years Teaching Experience (9)									
Less than one	0.9	0.7	0.8	2.0	1.4	1.6	0.0	0.0	0.0
One	11.6	3.9	7.2	9.8	4.1	6.4	13.1	3.8	7.9
Two	17.9	3.9	9.8	15.7	5.4	9.6	19.7	2.5	10.0
Three	8.9	7.2	7.9	13.7	8.1	10.4	4.9	6.3	5.7
Four	6.3	9.2	7.9	11.8	8.1	9.6	1.6	10.1	6.4
Five to Seven	8.9	22.2	16.6	9.8	18.9	15.2	8.2	25.3	17.9
Eight to Ten	4.5	19.0	12.8	2.0	21.6	13.6	6.6	16.5	12.1
Eleven to Fifteen	6.3	17.0	12.5	3.9	17.6	12.0	8.2	16.5	12.9
Sixteen to Twenty	7.1	9.2	8.3	7.8	6.8	7.2	6.6	11.4	9.3
More than Twenty	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.9
None	25.0	7.8	15.1	21.6	8.1	13.6	27.9	7.6	16.4

TABLE 9 (Cont'd.)

The Qualifications and Experience of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Current Teaching Position (8)									
Grade Classroom Teacher	66.6	68.6	67.5	78.4	74.3	76.0	55.7	63.3	60.0
Subject Classroom Teacher	17.0	7.8	11.7	9.8	5.4	7.2	23.0	10.1	15.7
Special Education Teacher	2.7	5.2	4.2	3.9	5.4	4.8	1.6	5.1	3.6
Part-time or Substitute Teacher	0.9	7.8	4.9	0.0	9.5	5.6	1.6	6.3	4.3
Vice Principal	0.9	3.9	2.6	0.0	2.7	1.6	1.6	5.1	3.6
Dept. Head, consultant assigned to one school	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Librarian	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
Supervisor	1.8	0.0	0.8	3.9	0.0	1.6	0.0	0.0	0.0
Superintendent or Assistant Superintendent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	6.3	3.9	4.9	3.9	2.7	3.2	8.2	0.0	6.4
Work Experience Other Than Teaching (10)									
None	75.0	69.3	71.7	84.3	73.0	77.6	67.2	65.8	66.4
One	14.3	8.5	10.9	7.8	6.8	7.2	19.7	10.1	14.3
Two	1.8	3.9	3.0	0.0	6.8	4.0	3.3	1.3	2.1
Three to Five	2.7	7.2	5.3	2.0	4.1	3.2	3.3	10.1	7.1
Six to Ten	0.9	3.3	2.3	2.0	2.7	2.4	0.0	3.8	2.1
More than Ten	2.7	2.6	2.6	3.9	1.4	2.4	1.6	3.8	2.9
Years of Full-time Teaching Experience, Current School District (36)									
One	17.0	5.2	10.2	17.6	8.1	12.0	16.4	2.5	8.6
Two	26.8	11.8	18.1	23.5	10.8	16.0	29.5	12.7	20.0
Three to Four	22.3	19.6	20.8	27.5	18.9	22.4	18.0	20.3	19.3
Five to Nine	10.7	34.0	24.2	13.7	31.1	24.0	8.2	36.7	24.3

TABLE 9 (Cont'd.)

The Qualifications and Experience of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Years of Full-time Teaching Experience, Current School District (36) (Cont'd)									
Ten to Fourteen	11.6	15.0	13.6	7.8	17.6	13.6	14.8	12.7	13.6
Fifteen to Nineteen	4.5	5.9	5.3	3.9	5.4	4.8	4.9	6.3	5.7
Twenty to Twenty-four	1.8	2.6	2.3	2.0	2.7	2.4	1.6	2.5	2.1
Twenty-five to Thirty-four	2.7	0.7	1.5	2.0	0.0	0.8	3.3	1.3	2.1
Over Thirty-four	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Years of Full-time Teaching Experience in Present School (37)									
One	24.1	7.2	14.3	31.4	10.8	19.2	18.0	3.8	10.0
Two	30.4	13.7	20.8	23.5	9.5	15.2	36.1	17.7	25.7
Three to Four	17.9	22.2	20.4	19.6	20.3	20.0	16.4	24.1	20.7
Five to Nine	14.3	35.3	26.4	9.8	39.2	27.2	18.0	31.6	25.7
Ten to Fourteen	5.4	6.5	6.0	5.9	5.4	5.6	4.9	7.6	6.4
Fifteen to Nineteen	1.8	2.0	1.9	3.9	2.7	3.2	0.0	1.3	0.7
Twenty to Twenty-four	1.8	1.3	1.5	0.0	1.4	0.8	3.3	1.3	2.1
Type of School in which Currently Teaching (38)									
Not assigned to one school	1.8	3.3	2.6	3.9	2.7	3.2	0.0	3.8	2.1
Elementary (I-IV)	52.7	56.2	54.7	56.9	60.8	59.2	49.2	51.9	50.7
Junior High (VII-IX)	4.5	3.3	3.8	2.0	2.7	2.4	6.6	3.8	5.0
Senior High (X-XI)	3.6	1.3	2.3	0.0	1.4	0.8	6.6	1.3	3.6
Elementary, Junior High	16.1	20.9	18.9	13.7	18.9	16.8	18.0	22.8	20.7
Elem., Junior, Senior High	2.7	2.0	2.3	3.9	2.7	3.2	1.6	1.3	1.4
Junior-Senior High	8.9	2.6	5.3	9.8	1.4	4.8	8.2	3.8	5.7
Other	7.1	4.6	5.7	7.8	4.1	5.6	6.6	5.1	5.7

TABLE 10

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
First Job after Completing Teacher Training (11A)									
Physician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lab. Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economist	0.9	1.3	1.1	0.0	1.4	0.0	1.6	1.3	1.4
Pharmacist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical and Health Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Service	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Librarian	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Social Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religious Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Public Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Architect, Designer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Interior Designs	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writer, Journalist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fashion Model	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Artistic, writing Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, pre-school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, primary	42.0	42.5	42.3	43.1	47.3	45.6	41.0	38.0	39.3
Teacher, elementary	25.9	31.4	29.1	27.5	27.0	27.2	24.6	35.4	30.7
Teacher, secondary	17.0	13.7	15.1	11.8	16.2	14.4	21.3	11.4	15.7
Educational Administration	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
College Teacher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, Counsellor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
First Job After Completing Teacher Training (11A) (cont'd)									
Teacher, Special Education	1.8	0.7	1.1	2.0	1.4	1.6	1.6	0.0	0.7
Other Education	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
Engineer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientific Technician, Programmer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, Researcher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Business Executive, Owner	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Accountant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private Secretary	0.0	1.3	0.8	0.0	0.0	0.0	0.0	2.5	1.4
Clerk, Stenographer	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Saleswoman, Buyer	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other Business Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fish Plant Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Semi-Skilled Worker	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Waitress	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
None	3.6	0.0	1.5	3.9	0.0	1.6	3.3	0.0	1.4
Expected Long-Run Career Occupation (11C)									
Physician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Lab. Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economist	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Pharmacist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical, Health Field	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Expected Long-Run Career Occupation (11C) (cont'd)									
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Social Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religious Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Public Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Architect	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Interior Designer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writer, journalist	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Fashion Model	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Design, writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, pre-school	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Teacher, primary	34.8	27.5	30.6	37.3	28.4	32.0	32.8	26.6	29.3
Teacher, elementary	20.5	30.1	26.0	19.6	27.0	24.0	21.3	32.9	27.9
Teacher, secondary	13.4	5.9	9.6	9.8	4.1	6.4	16.4	7.6	11.4
Educational Administration	3.6	1.3	2.3	0.0	0.0	0.0	6.6	2.5	4.3
College Teacher, professor	1.8	1.3	1.5	2.0	0.0	0.8	1.6	2.5	2.1
Teacher, counsellor	1.8	0.7	1.1	2.0	0.0	0.8	1.6	1.3	1.4
Teacher, Special Education	0.0	2.6	1.5	0.0	4.1	2.4	0.0	1.3	0.7
Other Education	0.9	2.6	1.9	0.0	2.7	1.6	1.6	2.5	2.1
Engineer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientific Technician, Programmer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, researcher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Business Executive, Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Accountant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private Secretary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Expected Long-Run Career Occupation (11C) (cont'd)									
Clerk, Stenographer	0.9	0.7	0.6	2.0	1.4	1.6	0.0	0.0	0.0
Saleswomen, buyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Business	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fish Plant Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Semi-Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Waitress	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	0.0	8.5	4.9	0.0	9.5	5.6	0.0	7.6	4.3
None	0.0	3.3	1.9	0.0	1.4	0.8	0.0	5.1	2.9
Career Most Preferred (11D)									
Physician	3.6	1.3	2.3	2.0	1.4	1.6	4.9	1.3	2.9
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	1.8	3.9	3.0	3.9	4.1	4.0	0.0	3.8	2.1
Lab. Technician	0.9	2.6	1.9	0.0	1.4	0.8	1.6	3.8	2.9
Home Economist	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7
Pharmacist	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other Medical Field	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7
Lawyer	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Public Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.7
Military Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarian	0.9	3.3	2.3	2.0	1.4	1.6	0.0	0.0	0.0
Social Worker	0.0	2.6	1.5	0.0	2.7	1.6	0.0	5.1	2.9
Religious Worker	0.9	0.0	0.4	0.0	0.0	0.0	0.0	2.5	1.4
Other Public Service	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.7
							0.0	0.0	0.0

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Career Most Preferred (11D) (cont'd)									
Architect	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Artist, Musician	1.8	1.3	1.5	2.0	0.0	0.8	1.6	2.5	2.1
Interior Designer	1.8	1.3	1.5	3.9	1.4	2.4	0.0	1.3	0.7
Writer, Journalist	3.6	2.0	2.6	0.0	0.0	0.0	6.6	3.8	5.0
Fashion Model	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Arts, Writing Fields	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Teacher, pre-school	0.9	1.3	1.1	2.0	1.4	1.6	0.0	1.3	0.7
Teacher, primary	23.2	20.9	21.9	23.5	21.6	22.4	23.0	20.3	21.4
Teacher, elementary	14.3	18.3	16.6	17.6	17.6	17.6	11.5	19.0	15.7
Teacher, secondary	7.1	3.3	4.9	5.7	1.4	3.2	8.2	5.1	6.4
Educational Administration	0.0	3.9	2.3	0.0	5.4	3.2	0.0	2.5	1.4
College Teacher, professor	0.9	2.0	1.5	0.0	0.0	0.0	1.6	3.8	2.9
Teacher, Guidance Counsellor	3.6	2.6	3.0	0.0	4.1	2.4	6.6	1.3	3.6
Teacher, Special Education	4.5	3.3	3.8	3.9	4.1	4.0	4.9	2.5	3.6
Other Education	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Engineer	0.9	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0
Scientific Technician, Programmer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, Researcher	0.9	0.7	0.8	2.0	1.4	1.6	1.6	0.0	0.7
Business Executive, Owner	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Accountant	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Private Secretary	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Clerk, Stenographer	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Saleswoman, Buyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Business Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fish Plant Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Career Most Preferred (11D) (Cont'd)									
Semi-Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Waitress	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	1.8	3.3	2.6	2.0	5.4	4.0	1.6	1.3	1.4
None	1.8	0.7	1.1	0.0	0.0	0.0	3.3	1.3	2.1
Number of Breaks of at Least One Year in Full-Time Teaching Service (16)									
One	24.1	36.6	31.3	23.5	37.8	32.0	24.6	35.4	30.7
Two	13.4	17.0	15.5	13.7	17.6	16.0	13.1	16.5	15.0
Three	3.6	5.2	4.5	2.0	4.1	3.2	4.9	6.3	5.7
Over Three	4.5	6.5	5.7	5.9	8.1	7.2	3.3	5.1	4.3
None	50.9	32.0	40.0	49.0	29.7	37.6	52.5	34.2	42.1
Percentage Indicating That the Item was a FACTOR Accounting for the First Break in Teaching Service (17, 1)									
Requested to Resign	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Dissatisfied with School	0.0	1.3	0.8	0.0	0.0	0.0	0.0	2.5	1.4
Dissatisfied with Work Performed	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating that the Item was a FACTOR Accounting for the first Break in Teaching Service (17,1) (cont'd)									
Dissatisfied with Salary	2.7	3.9	3.4	2.0	1.4	1.6	3.3	6.3	5.0
Dissatisfied with General Situation	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Dissatisfied with Community	2.7	0.0	1.1	3.9	0.0	1.6	1.6	0.0	0.7
Further Study	26.8	17.0	21.1	21.6	18.9	20.0	31.1	15.2	22.1
Ill Health	7.1	5.2	6.0	9.8	5.4	7.2	4.9	5.1	5.0
Dissatisfied, Fellow Teachers	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Disciplinary Problems	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-Teaching Employment	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7
Marriage or Full-Time Homemaking	2.7	23.5	14.7	2.0	29.7	18.4	3.3	17.7	11.4
Maternity or Child Rearing	1.8	26.8	16.2	2.0	24.3	15.2	1.6	29.1	17.1
Husband Transferred	0.0	3.3	1.9	0.0	2.7	1.6	0.0	3.8	2.1
Other Family Reasons	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
No Desire to Work	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Desire to Travel	1.8	1.3	1.5	0.0	1.4	0.8	3.3	1.3	2.1
Other	2.7	0.7	1.5	2.0	0.0	0.8	3.3	1.3	2.1
No Breaks	51.8	32.0	40.4	51.0	25.7	36.0	52.5	38.0	44.3

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating that The Item Was a FACTOR Accounting for the Most Recent Break in Teaching Service (17, 1) (Cont'd.)									
Requested to Resign	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Dissatisfied with School	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Dissatisfied with Work Performed	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Dissatisfied with Salary	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Dissatisfied with General Situation	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Dissatisfied with Community	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Further Study	12.5	3.9	7.5	13.7	2.7	7.2	11.5	5.1	7.9
Ill Health	7.1	1.3	3.8	7.8	1.4	4.0	6.6	1.3	3.6
Dissatisfied, Fellow Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Disciplinary Problems	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching employment	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Marriage, Full-time Homemaking	0.9	3.3	2.3	2.0	2.7	2.4	0.0	3.8	2.1
Maternity or Child Rearing	0.9	13.1	7.9	0.0	16.2	9.6	1.6	10.1	6.4
Husband Transferred	0.0	3.9	2.3	0.0	4.1	2.4	0.0	3.8	2.1
Other Family Reasons	0.9	2.6	1.9	2.0	2.7	2.4	0.0	2.5	1.4
No Desire to Work	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Desire to Travel	0.0	2.6	1.5	0.0	1.4	0.8	0.0	3.8	2.1
Other	1.8	0.7	1.1	2.0	0.0	0.8	1.6	1.3	1.4
No Breaks	51.8	32.0	40.4	51.0	25.7	36.0	52.5	38.0	44.3

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Summary of THE MAJOR FACTOR in taking the FIRST BREAK in Teaching Service (17,2)									
Requested to Resign	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dissatisfied with School	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Dissatisfied with Work Performed	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Dissatisfied with Salary	0.0	2.0	1.1	0.0	1.4	0.8	0.0	2.5	1.4
Dissatisfied with General Situation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dissatisfied with Community	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Further Study	26.8	17.6	21.5	21.6	18.9	20.0	31.1	16.5	22.9
Ill Health	6.3	2.6	4.2	9.8	5.4	7.2	3.3	0.0	1.4
Dissatisfied, Fellow Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Disciplinary Problems	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-Teaching Employment	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Marriage, Full-Time Homemaking	2.7	16.3	10.6	2.0	21.6	13.6	3.3	11.4	7.9
Maternity or Child Rearing	1.8	22.9	14.0	2.0	23.0	14.4	1.6	22.8	13.6
Husband Transferred	0.0	2.6	1.5	0.0	1.4	0.8	0.0	3.8	2.1
Other Family Reasons	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
No Desire to Work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Desire to Travel	1.8	0.0	0.8	0.0	0.0	0.0	3.3	0.0	1.4
Other	2.7	0.7	1.5	2.0	0.0	0.8	3.3	1.3	2.1
No Breaks	51.8	32.0	40.4	51.0	25.7	36.0	52.5	38.0	44.3

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Total Number of Years Away from Teaching (18)									
One Year or Less	22.3	18.3	20.0	21.6	20.3	20.8	23.0	16.5	19.3
Two	9.8	7.2	8.3	11.8	6.8	8.8	8.2	7.6	7.9
Three	2.7	9.8	6.8	0.0	8.1	4.8	4.9	11.4	8.6
Four	4.5	3.3	3.8	3.9	5.4	4.8	4.9	1.3	2.9
Five to Nine	2.7	13.1	8.7	3.9	10.8	8.0	1.6	15.2	9.3
Ten to Fourteen	2.7	6.5	4.9	3.9	8.1	6.4	1.6	5.1	3.6
Fifteen to Nineteen	0.9	5.9	3.8	0.0	6.8	4.0	1.6	5.1	3.6
Twenty to Twenty-Four	0.9	3.3	2.3	0.0	4.1	2.4	1.6	2.5	2.1
None	50.0	29.4	38.1	52.9	23.0	35.2	47.5	35.4	40.7
Plans for Making Teaching A Permanent Career (19)									
Plan to Make Teaching a Permanent Career	68.8	57.5	62.3	64.7	51.4	56.8	72.1	63.3	67.1
Do not plan to make Teaching a Permanent Career	7.1	10.5	9.1	9.8	9.5	9.6	4.9	11.4	8.6
Undecided whether to make Teaching a Permanent Career	22.3	30.7	27.2	23.5	37.8	32.0	21.3	24.1	22.9

TABLE 11

Some Role Perceptions of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Self Ratings on Items Descriptive of Teacher Characteristics and Qualities (15)									
Interested in intellectual pursuits:									
Very much so	51.8	47.1	49.1	52.9	55.4	54.4.	50.8	39.2	44.3
Somewhat	39.3	47.7	44.2	35.3	39.2	37.6	42.6	55.7	50.0
Not at all	0.9	0.7	0.8	2.0	1.4	1.6	0.0	0.0	0.0
Community leader:									
Very much so	4.5	12.4	9.1	3.9	16.2	11.2	4.9	8.9	7.1
Somewhat	56.3	49.0	52.1	62.7	56.8	59.2	50.8	41.8	45.7
Not at all	31.3	34.0	32.8	23.5	23.0	23.2	37.7	44.3	41.4
Religious:									
Very much so	27.7	19.0	22.6	23.5	23.0	23.2	31.1	15.2	22.1
Somewhat	57.1	64.7	61.5	60.8	68.9	65.6	54.1	60.8	57.9
Not at all	7.1	10.5	9.1	7.8	5.4	6.4	6.6	15.2	11.4
Interested in cultural pursuits:									
Very much so	29.5	29.4	29.4	19.6	25.7	23.2	37.7	32.9	35.0
Somewhat	52.7	54.9	54.0	56.9	55.4	56.0	49.2	54.4	52.1
Not at all	5.4	7.2	6.4	5.9	8.1	7.2	4.9	6.3	5.7
Interested in politics:									
Very much so	13.4	17.0	15.5	19.6	14.9	16.8	8.2	19.0	14.3
Somewhat	49.1	58.8	54.7	31.4	56.8	46.4	63.9	60.8	62.1
Not at all	29.5	18.3	23.0	37.3	21.6	28.0	23.0	15.2	18.6

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Self Ratings on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)									
Financially comfortable:									
Very much so	17.9	14.4	15.8	13.7	6.8	9.6	21.3	21.5	21.4
Somewhat	64.3	71.9	68.7	60.8	77.0	70.4	67.2	67.1	67.1
Not at all	5.4	7.2	6.4	7.8	9.5	8.8	3.3	5.1	4.3
Fond of Children:									
Very much so	85.7	83.7	84.5	88.2	87.8	88.0	83.6	79.7	81.4
Somewhat	10.7	12.4	11.7	7.8	9.5	8.8	13.1	15.2	14.3
Not at all	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Strict:									
Very much so	8.0	9.8	9.1	9.8	10.8	10.4	6.6	8.9	7.9
Somewhat	77.7	79.7	78.9	74.5	83.8	80.0	80.3	75.9	77.9
Not at all	8.0	6.5	9.2	7.8	2.7	4.8	8.2	10.1	9.3
Well read:									
Very much so	19.6	21.6	20.8	15.7	17.6	16.8	23.0	25.3	24.3
Somewhat	66.1	66.7	66.4	68.6	68.9	68.8	63.9	64.6	64.3
Not at all	4.5	4.6	4.5	5.9	5.4	5.6	3.3	3.8	3.6
Widely travelled:									
Very much so	17.0	15.0	15.8	7.8	10.8	9.6	24.6	19.0	21.4
Somewhat	48.2	5.6	50.2	41.2	47.3	44.8	54.1	55.7	55.0
Not at all	28.6	28.1	28.3	43.1	36.5	39.2	16.4	20.3	18.6
Bilingual:									
Very much so	0.9	3.9	2.6	0.0	0.0	0.0	1.6	7.6	5.0
Somewhat	21.4	14.4	17.4	17.6	10.8	13.6	24.6	17.7	20.7
Not at all	68.8	73.2	71.3	70.6	77.0	74.7	67.2	69.6	68.6

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Self Ratings on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)									
Abilityto impart knowledge to others:									
Very much so	34.8	39.2	37.4	31.4	36.5	34.4	37.7	41.8	40.0
Somewhat	53.6	53.6	53.6	54.9	59.5	57.6	52.5	48.1	50.0
Not at all	1.8	0.7	1.1	2.0	0.0	0.8	1.6	1.3	1.4
Dedicated teaching:									
Very much so	66.1	65.4	65.7	66.7	67.6	67.2	65.6	63.3	64.3
Somewhat	28.6	28.1	28.3	27.5	25.7	26.4	29.5	30.4	30.0
Not at all	0.9	3.3	2.3	0.0	4.1	2.4	1.6	2.5	2.1
Interested in Affairs of NTA:									
Very much so	19.6	19.6	19.6	23.5	21.6	22.4	16.4	17.7	17.1
Somewhat	63.4	62.1	62.6	56.9	63.5	60.8	68.9	60.8	64.3
Not at all	10.7	14.4	12.8	11.8	12.2	12.0	9.8	16.5	13.6
Sociable:									
Very much so	44.6	47.1	46.0	54.9	45.9	49.6	36.1	48.1	42.9
Somewhat	47.3	45.8	46.4	39.2	45.9	43.2	54.1	45.6	49.3
Not at all	1.8	1.3	1.5	0.0	1.4	0.8	3.3	1.3	2.1

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Ratings of Fellow-Teachers on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)									
Interested in intellectual pursuits:									
Very much so	34.8	26.8	30.2	45.1	35.1	39.2	26.2	19.0	22.1
Somewhat	54.5	61.4	58.5	41.2	51.4	47.2	65.6	70.9	68.6
Not at all	0.0	3.3	1.9	0.0	1.4	0.8	0.0	5.1	2.9
Community leader:									
Very much so	9.8	8.5	9.1	7.8	10.8	9.6	11.5	6.3	8.6
Somewhat	63.4	68.0	66.0	66.7	64.9	65.6	60.7	70.9	66.4
Not at all	16.1	15.7	15.8	11.8	12.2	12.0	19.7	19.0	19.3
Religious:									
Very much so	13.4	11.8	12.5	9.8	8.1	8.8	16.4	15.2	15.7
Somewhat	69.6	76.5	73.6	68.6	81.1	76.0	70.5	72.2	71.4
Not at all	5.4	2.0	3.4	7.8	0.0	3.2	3.3	3.8	3.6
Interested in cultural pursuits:									
Very much so	13.4	9.2	10.9	13.7	12.2	12.8	13.1	6.3	9.3
Somewhat	65.2	66.7	66.0	58.8	58.1	58.4	70.5	74.7	72.9
Not at all	6.3	12.4	9.8	5.9	12.2	9.6	6.6	12.7	10.0
Interested in politics:									
Very much so	8.9	13.1	11.3	5.9	13.5	10.4	11.5	12.7	12.1
Somewhat	69.6	69.3	69.4	70.6	66.2	68.0	68.9	72.2	70.7
Not at all	11.6	8.5	9.8	9.8	6.8	8.0	13.1	10.1	11.4

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Ratings of Fellow-Teachers on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)									
Financially comfortable:									
Very much so	8.0	9.8	9.1	5.9	4.1	4.8	9.8	15.2	12.9
Somewhat	74.1	75.8	75.1	76.5	77.0	76.8	72.1	74.7	73.6
Not at all	4.5	3.3	3.8	3.9	2.7	3.2	4.9	3.8	4.3
Fond of children:									
Very much so	54.5	49.0	51.3	58.8	50.0	53.6	50.8	48.1	49.3
Somewhat	34.8	42.5	39.2	29.4	37.8	34.4	39.3	46.8	43.6
Not at all	0.9	0.7	0.8	0.0	1.4	0.8	1.6	0.0	0.7
Strict:									
Very much so	7.1	7.8	7.5	5.9	10.8	8.8	8.2	5.1	6.4
Somewhat	78.6	79.1	78.9	74.5	74.3	74.4	82.0	83.5	82.9
Not at all	2.7	2.0	2.3	3.9	0.0	1.6	1.6	3.8	2.9
Well read:									
Very much so	16.1	16.3	16.2	19.6	14.9	16.8	13.1	17.7	15.7
Somewhat	64.3	62.7	63.4	58.8	64.9	62.4	68.9	60.8	64.3
Not at all	7.1	11.1	9.4	7.8	6.8	7.2	6.6	15.2	11.4
Widely travelled:									
Very much so	8.0	6.5	7.2	0.0	6.8	4.0	14.8	6.3	10.0
Somewhat	58.0	61.4	60.0	54.9	54.1	54.4	60.7	68.4	65.0
Not at all	19.6	20.9	20.4	23.5	23.0	23.2	16.4	19.0	17.9

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Ratings of Fellow-Teachers on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)									
Bilingual:									
Very much so	1.8	0.7	1.1	0.0	0.0	0.0	3.3	1.3	2.1
Somewhat	22.3	25.5	24.2	17.6	24.3	21.6	26.2	26.6	26.4
Not at all	59.8	60.8	60.4	60.8	58.1	59.2	59.0	63.3	61.4
Ability to impart knowledge to others:									
Very much so	40.2	35.9	37.7	39.2	35.1	36.8	41.0	36.7	38.6
Somewhat	44.6	51.0	48.3	41.2	50.0	46.4	47.5	51.9	50.0
Not at all	0.9	2.0	1.5	0.0	1.4	0.8	1.6	2.5	2.1
Dedicated to teaching:									
Very much so	44.6	47.1	46.0	45.1	51.4	48.8	44.3	43.0	43.6
Somewhat	46.4	42.5	44.2	41.2	33.8	36.8	50.8	50.6	50.7
Not at all	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Interested in the affairs of the NTA:									
Very much so	11.6	16.3	14.3	13.7	16.2	15.2	9.8	16.5	13.6
Somewhat	64.3	62.1	63.0	62.7	64.9	64.0	65.6	59.5	62.1
Not at all	12.5	11.8	12.1	7.8	5.4	6.4	16.4	17.7	17.1
Sociable:									
Very much so	47.3	42.5	44.5	51.0	36.5	42.4	44.3	48.1	46.4
Somewhat	41.1	47.1	44.5	35.3	47.3	42.4	45.9	46.8	46.4
Not at all	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7

TABLE 12

Some Selected Community Experiences and Involvements of Women
Teachers by Community Type and Marital Status
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating that the Following Experiences Have Applied to Them Since Completing Teacher Training (68)									
Elected to public office	1.8	3.3	2.6	0.0	4.1	2.4	3.3	2.5	2.9
Moved to another school system	40.2	45.8	43.4	29.4	40.5	36.0	53.3	50.6	50.0
Changed grade level taught	46.4	69.3	59.6	41.2	64.9	55.2	53.3	73.4	63.6
Transferred jobs (one occupation to another)	3.6	7.2	5.7	2.0	9.5	6.4	3.3	5.1	5.0
Transferred jobs (one job to another in teaching)	24.1	28.8	26.8	19.6	23.0	21.6	23.3	34.2	31.4
Quit teaching (temporarily)	10.7	38.6	26.8	9.8	36.5	25.6	10.0	40.5	27.9
Obtained a degree	26.8	11.1	17.7	13.7	4.1	8.0	36.7	17.7	26.4
Travelled outside the Province	31.3	26.8	28.7	21.6	20.3	20.8	26.7	32.9	35.7
Left the Province (temporarily)	20.5	20.3	20.4	7.8	10.8	9.6	30.0	29.1	30.0
Taught in another Province	2.7	8.5	6.0	2.0	5.4	4.0	3.3	11.4	7.9
Taught in another country	3.6	3.3	3.4	2.0	1.4	1.6	3.3	5.1	5.0

TABLE 12 (cont'd)

Some Selected Community Experiences and Involvements of Women Teachers by Community Type and Marital Status (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Served on NTA Committee	15.2	10.5	12.5	11.8	6.8	8.8	13.3	13.9	15.7
Worked with youth groups	40.2	39.9	40.0	35.3	37.8	36.8	50.0	41.8	42.9
Served on church committee	23.2	35.3	30.2	19.6	37.8	30.4	26.7	32.9	30.0
Joined a women's organization	8.9	25.5	18.5	5.9	21.6	15.2	16.7	29.1	21.4
Worked on behalf of a charitable organization	31.3	42.5	37.7	25.5	45.9	37.6	40.0	39.2	37.9
Worked in a provincial or federal political campaign	7.1	3.3	4.9	7.8	1.4	4.0	6.7	5.1	5.7
Joined a political party	0.9	4.6	3.0	0.0	2.7	1.6	3.3	6.3	4.3
Never worked	1.8	2.0	1.9	2.0	0.0	0.8	0.0	3.8	2.9
Experienced unemployment	2.7	6.5	4.9	2.0	5.4	4.0	0.0	7.6	5.7
Joined a golf or country club	2.7	3.3	3.0	0.0	0.0	0.0	6.7	6.3	5.7
Taught Sunday School	32.1	37.9	35.5	23.5	44.6	36.0	43.3	31.6	35.0
Attended in-service teachers workshop	54.5	61.4	58.5	43.1	56.8	51.2	70.0	65.8	65.0
Registered for a MUN Summer School	56.3	60.8	58.9	58.8	56.8	57.6	73.3	64.6	60.0
Registered for a MUN evening credit course	53.6	59.5	57.0	47.1	51.4	49.6	70.0	67.1	63.6

TABLE 12 (cont'd)

Some Selected Community Experiences and Involvements of Women Teachers by Community Type and Marital Status (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
(Q.68 cont'd)									
Voted in a Federal election	36.6	64.7	52.8	33.3	62.2	50.4	50.0	67.1	55.0
Voted in a Provincial election	70.5	81.7	77.0	64.7	78.4	72.8	86.7	84.8	80.7
Returned to community of origin to teach (i.e., home town)	25.0	33.3	29.8	23.5	36.5	31.2	23.3	30.4	28.6
Percentage Indicating that they attend the following at least once a month or more (84)									
A religious service	81.3	77.1	78.9	78.4	87.8	84.0	80.0	67.1	74.3
A concert	11.6	6.6	8.6	9.8	1.4	4.8	10.0	11.4	12.1
A movie	38.4	30.7	34.0	35.3	21.6	27.2	33.4	39.2	40.0
A play	6.3	6.5	6.4	5.9	2.7	4.0	6.7	10.2	8.6
An art exhibition	2.7	2.6	2.6	2.0	0.0	0.8	0.0	5.0	4.3
An athletic event	15.1	16.9	16.2	15.7	13.5	14.4	3.3	20.3	17.9
A night club	42.0	32.7	36.6	42.1	29.7	35.2	33.4	35.5	37.9

Table 13. The Material Orientations of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage agreeing strongly or with reservations to the following items: (25: 2, 5, 8, 11, 14, 16)									
It is extremely important to me to have a higher income	64.3	60.1	61.8	74.5	60.8	66.4	55.8	59.5	57.8
I spend a lot of time thinking about how to improve my chances for getting ahead	62.5	56.2	58.8	70.6	64.8	67.2	55.8	48.1	51.4
Getting money and material things out of life is very important to me	33.1	35.3	34.4	35.3	33.8	34.4	31.2	36.7	34.3
It is important to me to own things, such as a home, car, or clothing, which are at least as good as those of my friends	53.6	52.9	53.2	51.0	45.9	48.0	55.8	59.5	57.9
I am very anxious to get much further ahead	64.3	60.8	62.3	76.5	70.3	72.8	54.1	51.9	52.9
To me, teaching is just a way of making money	3.6	3.9	3.8	2.0	4.1	3.2	4.9	3.8	4.3

End of Table #13

TABLE 14

The Primary Work Orientation of Women
Teachers by Community Type and Marital Status
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing Strongly or with Reservation to the Following Items (26: 1,4,7,10,13,17)									
Teaching is more satisfying to me than the time I spend around the house	86.7	77.8	81.5	86.3	79.7	82.4	86.9	75.9	88.8
If I inherited so much money that I did not have to work, I would still take up a career in teaching	75.0	65.4	69.4	68.6	66.2	67.2	80.3	64.6	71.4
Some of my main interests and pleasures in life are connected with my career as a teacher	79.4	85.6	83.1	78.5	85.1	82.4	80.4	86.1	83.6
Teaching is one of the most satisfying aspects of my life	84.8	85.0	84.9	82.3	86.4	84.8	86.9	83.6	85.0
I enjoy my spare-time activities much more than my work as a teacher	17.9	17.0	17.3	21.6	16.2	18.4	14.8	17.8	16.5
I have sometimes regretted going into teaching	17.0	24.2	21.1	19.6	21.6	20.8	14.8	26.6	21.4

TABLE 15

The Subjective Achievement Satisfactions of Women Teachers, by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing Strongly or with Reservation to the Following Items (26: 3,6,9,12,15,18,19,20, 21)									
I feel that I have had very good financial breaks	52.7	64.7	59.6	47.0	60.8	55.2	57.4	68.4	63.5
I would be satisfied if a daughter of mine, when she reaches my age, were in the same kind of work I am now in	71.5	86.9	80.4	66.6	86.5	78.4	75.4	87.3	82.2
I feel that my present financial situation is very good	60.7	65.3	63.4	58.8	58.1	58.4	62.3	72.2	67.9
I would be satisifed if my children received the same amount of education as I have	54.5	48.4	50.9	43.1	44.5	44.0	64.0	51.9	57.1
I am pretty well satisfied with the chances for getting ahead in my present work	63.4	62.1	62.6	76.5	68.1	72.8	54.1	65.9	65.0
I would be satisfied if my children , when they reach my age, have the same income, and live in the same way as I	34.9	38.6	36.9	27.5	28.4	[illegible]	41.0	48.1	45.0
On the whole my financial future looks very good	67.0	75.2	71.7	62.7	67.6	65.6	70.5	82.3	77.1
There are many times when I have to deny myself and my family things we would like because of our income	29.4	51.0	41.9	31.3	62.2	49.6	27.9	40.5	35.0
In my present financial situation I have to worry about bills or debts	37.5	40.6	39.3	41.2	41.9	41.6	34.4	39.3	37.2

TABLE 16

The Career Satisfactions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Items "Very Good" or "Good" (25:1, 2,5,7,8,10,14,15,17,25,26)									
The effect of a teacher's job on her family life	58.1	71.9	66.1	60.7	70.3	66.4	55.7	73.5	65.7
The top salary available to teachers	55.4	62.1	59.2	60.8	59.5	60.0	50.8	64.6	58.6
The amount of progress which may be made in a professional career	66.1	65.3	65.6	74.5	73.0	73.6	5.90	58.3	58.5
The capabilities of most of the people who are in teaching	73.2	75.1	74.4	74.5	75.7	75.2	72.1	74.7	73.6
The possibilities for a teacher advancing to a position of greater responsibility in teaching	54.4	45.7	49.4	62.7	54.0	57.6	47.5	37.9	42.2
The level of professional standards maintained by most teachers	60.7	66.0	63.8	68.6	67.6	68.0	54.1	64.6	60.0
The level of education of most teachers in the Province	63.4	64.1	63.8	70.6	67.6	68.8	57.4	60.7	59.3
The method employed in schools for making decisions on curriculum matters	27.7	21.6	24.1	33.4	24.4	28.0	23.0	19.0	20.8
The attitude of the students towards the staff in the schools	60.8	50.3	54.7	60.8	54.0	56.8	60.7	46.9	52.8
The academic performance of students	49.1	45.8	47.2	52.9	46.0	48.8	45.9	45.6	45.7
The extent to which the professional growth of teachers is subsidized by the school system	21.4	17.0	18.8	23.6	23.0	23.2	19.6	11.4	15.0

TABLE 16 (cont'd)

The Career Satisfactions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Comparing yourself with other women of your age and qualifications, how successful do you consider yourself in your career? (29)									
Very successful	22.3	24.2	23.4	13.7	23.0	19.2	29.5	25.3	27.1
Fairly successful	75.0	73.2	74.0	84.3	71.6	76.8	67.2	74.7	71.4
Fairly unsuccessful	0.0	2.0	1.1	0.0	4.1	2.4	0.0	0.0	0.0
Very unsuccessful	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
If you were to start college all over again would you still choose the route that led to a career in teaching? (65)									
Definitely yes	43.8	45.8	44.9	33.3	50.0	43.2	70.0	41.8	46.4
Probably yes	34.8	35.9	35.5	35.3	31.1	32.8	26.7	40.5	37.9
Probably no	10.7	9.8	10.2	11.8	9.5	10.4	3.3	10.1	10.0
Definitely no	2.7	1.3	1.9	2.0	1.4	1.6	0.0	1.3	2.1
If no, would you choose another field? (66)									
Very close to your own	8.9	9.8	9.4	9.8	12.2	11.2	13.3	7.6	7.9
Not close, but related	2.7	5.2	4.2	3.9	6.8	5.6	3.3	3.8	2.9
Quite different	10.7	6.5	8.3	11.8	6.8	8.8	3.3	6.3	7.9

TABLE 17

The Personal Professional Satisfactions of Women Teachers,
By Community Type and Marital Status: 1972

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Items "Very Good" or "Good" (25:6 9, 11, 12, 13, 20, 23.)									
The amount of recognition which teachers are given by society for their efforts and contribution	26.8	18.3	21.9	27.4	17.6	21.6	26.3	19.0	22.2
The amount of recognition which teachers are given by members of other professions	32.2	37.9	35.1	37.2	43.3	40.8	27.9	32.9	30.7
The opportunity which teachers have for associating with other professional people	30.3	37.9	35.1	39.2	35.1	36.8	24.6	40.5	35.5
The amount of recognition which non-educators give to teachers as compared to what they give to other professionals	22.4	26.2	24.5	27.5	27.1	27.2	18.1	25.3	22.2

TABLE 17 (cont'd)

The Personal Professional Satisfactions of Women Teachers, By Community Type and Marital Status: 1972

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
The amount of time for leisure activities which teaching affords	46.4	47.1	46.8	45.1	46.0	45.6	47.5	48.1	47.9
The evaluation process which administrators use to judge teacher effectiveness	27.7	27.5	27.6	31.4	33.8	32.8	24.6	21.5	22.8
The amount of time which is available to teachers for their personal professional growth	42.0	38.6	40.0	43.2	37.9	40.0	41.0	39.2	40.0

TABLE 18

The Work Satisfactions of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Items "Very Good" or "Good" (25: 4,16,18,19,21,22, 24)									
The state of teaching as a profession	54.4	56.8	55.9	64.7	60.8	62.4	45.9	53.2	50.0
(16) The method employed in schools for making decisions on discipline matters	42.9	33.4	37.4	51.0	33.8	40.8	36.0	32.9	34.3
The manner in which the teachers and the administrative staff work together in the schools	73.2	60.8	66.0	78.4	59.4	67.2	68.8	62.0	65.0
The cooperation and help received from administrators	58.9	44.4	50.5	62.7	40.5	49.6	55.7	48.1	51.4
The level of education of administrators	77.7	77.8	77.8	76.5	74.3	75.2	78.7	81.0	80.0
The adequacy of the supplies available to teachers for their use in schools	25.9	28.1	27.2	33.4	28.4	30.4	19.6	27.9	24.3
The extent to which teachers are informed by administrators about school matters affecting them	46.5	40.5	43.1	60.8	36.5	46.4	34.4	46.3	40.0

TABLE 19

The Teaching Expectations of Women Teachers
by Community Size and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Responding "Would very much like" or "Have some desire" to the following items (28)									
Become an assistant principal or vice principal	20.6	26.8	24.1	17.7	25.7	22.4	23.0	27.8	25.7
Become the principal of an elementary school	16.1	20.2	18.5	19.6	24.4	22.4	13.1	16.4	15.0
Become the principal of a junior high school	3.6	4.0	3.8	0.0	2.7	1.6	6.5	5.1	5.8
Become the principal of a senior high school	2.7	1.3	1.9	0.0	0.0	0.0	4.9	2.5	3.5
Become a department head	16.1	18.3	17.4	7.9	12.8	10.4	23.0	24.0	23.6
Become a staff specialist, or consultant, attached to a central office	25.9	23.6	24.5	25.5	17.6	20.8	26.2	29.1	27.8
Become a school superintendent	5.4	5.9	5.6	2.0	2.7	2.4	8.2	8.9	8.6
Remain a school teacher for the remainder of my educational career	77.7	75.2	76.2	76.4	79.7	78.4	78.7	70.9	74.3
Remain a teacher in this school district for the remainder of my educational career but move to a school in a "better neighbourhood"	23.3	20.9	21.9	25.5	23.0	24.0	21.3	19.0	20.0
Remain a teacher at my present grade level(s) for the remainder of my educational career	36.6	38.6	37.7	25.4	36.5	32.0	45.9	40.5	42.9

TABLE 19 (cont'd)
The Teaching Expectations of Women Teachers
by Community Size and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Obtain a higher paying position outside the field of education	15.1	11.2	12.9	17.6	14.9	16.0	13.1	7.6	10.0
Leave teaching temporarily in order to devote my time to homemaking	25.9	41.8	35.1	29.4	44.6	38.4	23.0	39.2	32.2
Leave teaching permanently to devote my time to homemaking.	7.2	17.6	13.2	7.8	23.0	16.8	6.6	12.7	10.0

Table 20. Subject Matter Preparation Expectations of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Disciplines on "Extremely Important" or "Fairly Important" for Teachers in High Schools (53)									
English	82.2	86.3	84.5	68.6	82.5	76.8	96.7	89.8	91.4
Mathematics	75.9	81.7	79.3	68.6	77.1	73.6	83.3	86.1	84.2
Physical Science (e.g. physics, chemistry)	67.9	73.2	70.9	58.8	72.9	67.2	76.6	73.4	74.3
Life Science (e.g. biology)	71.4	76.5	74.3	62.7	73.0	68.8	83.3	79.7	79.3
Social Science (e.g. psychology)	75.0	81.0	78.5	60.8	77.0	70.4	96.6	84.8	85.7
The Humanities (e.g. history, philosophy)	72.4	77.8	75.4	66.6	71.6	69.6	80.0	83.5	80.8
Art and Music	56.3	57.5	57.0	49.0	56.7	53.6	60.0	58.2	60.0
A Foreign Language	66.1	75.1	71.3	62.7	75.6	71.4	76.0	74.6	72.2
Percentage Rating the Following Disciplines as "Extremely Important" or "Fairly Important" for Teachers in Elementary Schools (53)									
English	84.0	90.2	87.6	76.5	85.1	81.6	90.0	94.9	92.8
Mathematics	81.2	88.3	85.3	76.4	85.2	81.6	90.0	91.1	88.5
Physical Science	40.2	44.5	42.6	37.2	41.9	40.0	33.3	46.8	45.0
Life Science	53.6	54.2	53.9	49.1	44.6	46.4	56.7	63.3	60.7
Social Science	70.5	73.2	72.1	62.8	66.2	64.8	83.3	79.8	78.5
The Humanities	48.3	55.6	52.5	43.2	47.3	45.6	50.0	63.3	58.6
Art and Music	78.6	80.4	79.6	72.5	78.4	76.0	90.0	82.3	82.9
A Foreign Language	54.5	64.7	60.4	53.0	66.2	60.8	56.6	63.3	60.0

End of Table #20

TABLE 21

Selected Attitudes Toward the Teaching Profession of Women Teachers,
By Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing Strongly or With Reservations (64:1, 2, 3, 4, 5, 7, 8, 9)									
I am in frequent contact with people in my own profession	85.7	87.6	86.8	74.6	89.2	83.2	96.6	86.1	90.0
Many of the highest-paid persons in my profession get where they are by being "operators" rather than by their competence	46.4	51.7	49.4	29.4	47.3	41.0	53.4	55.7	57.9
Teaching effectiveness should be the primary criterion for the promotion of teachers	81.3	86.3	84.1	72.6	85.1	80.0	90.0	87.3	87.9
Teacher promotions should be based in part on the parental evaluation of teachers	17.0	20.3	18.8	15.7	25.7	21.6	16.6	15.2	16.4

TABLE 21 (cont'd)

Selected Attitudes Toward the Teaching Profession of Women Teachers,
By Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
A teacher in a school system should get the same pay as a university professor of equal qualifications and seniority	75.0	81.1	78.5	64.7	79.7	73.6	86.7	82.3	82.9
Collective bargaining by teachers has no place in the school system	21.5	12.4	16.3	15.7	16.3	16.0	33.4	8.9	16.4
School pupils who use marijuana should be suspended or dismissed from school	40.2	41.1	40.7	41.1	51.3	47.2	50.0	31.7	35.0
The Strike is a Legimate Means of Collective Action For the Members of the Newfoundland Teachers' Association. (69)									
Definitely, yes	18.8	20.3	19.6	9.8	17.6	14.4	23.3	22.8	24.3

TABLE 21 (cont'd)

Selected Attitudes Toward the Teaching Profession of Women Teachers,
By Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Probably, yes	43.8	37.3	40.0	51.0	37.8	43.2	26.7	36.7	37.1
Probably, no	13.4	23.5	19.2	11.8	23.0	18.4	16.7	24.1	20.0
Definitely, no	14.3	13.7	14.0	5.9	14.9	11.2	33.3	12.7	16.4
In the 1970-71 Teachers' Strike Organized by the NTA Did You (70)									
Generally favour the strike	45.5	41.8	43.4	45.1	40.5	42.4	40.0	43.0	44.3
Not favour the strike	26.8	35.9	32.1	15.7	29.7	24.0	40.0	41.8	39.3
No answer	14.3	17.6	16.2	11.8	21.6	17.6	16.7	13.9	15.0

TABLE 22
The Financial Status of Women Teachers by Community Type and Marital Status: 1972

(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Gross Annual Income (before taxes and deductions) 1972 (24)									
Below $2,000	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
$2,000 - $3,999	3.6	5.9	4.9	5.9	6.8	6.4	1.6	5.1	3.6
$4,000 - $4,999	12.5	10.5	11.3	21.6	14.9	17.6	4.9	6.3	5.7
$5,000 - $5,999	10.7	18.3	15.1	11.8	25.7	20.0	9.8	11.4	10.7
$6,000 - $6,999	15.2	19.6	17.7	13.7	13.5	13.6	16.4	25.3	21.4
$7,000 - $7,999	9.8	5.9	7.5	9.8	4.1	6.4	9.8	7.6	8.6
$8,000 - $9,999	17.0	11.1	13.6	13.7	5.4	8.8	19.7	16.5	17.9
$10,000 - $11,999	9.8	3.3	6.0	2.0	0.0	0.8	16.4	6.3	10.7
$12,000 - $13.999	4.5	0.7	2.3	2.0	0.0	0.8	6.6	1.3	3.6
$14,000 and over	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Before-tax Income of Husband (married teachers only) 1972 (39A)									
Less than $500		2.0			1.4			2.5	
$500 - $999		0.0			1.4			0.0	
$1,000 - $1,999		2.0			2.7			1.3	
$2,000 - $2,999		3.3			6.8			0.0	
$3,000 - $3,999		5.2			5.4			5.1	
$4,000 - $4,999		10.5			14.9			6.3	
$5,000 - $5,999		8.5			9.5			7.6	
$6,000 - $6,999		7.8			9.5			6.3	
$7,000 - $7,999		8.5			9.5			7.6	
$8,000 - $9,999		16.3			12.2			20.3	
$10,000 - $11,999		6.5			2.7			10.1	
$12,000 - $13,999		3.9			0.0			7.6	
$14,000 - $16,999		0.7			0.0			1.3	
$17,000 - $19,999		0.0			0.0			0.0	
$20,000 - $24,999		1.3			1.4			1.3	
$25,000 and over		0.7			0.0			1.3	

TABLE 22 (cont'd)
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Total Family Incomes 1972 (married teachers only) (39B)									
Less than $500		1.3			1.4			1.3	
$500 - $1,999		2.6			2.7			2.5	
$2,000 - $2,999		0.7			1.4			1.3	
$3,000 - $3,999		1.3			4.1			1.3	
$4,000 - $4,999		2.0			8.1			0.0	
$5,000 - $5,999		5.2			5.4			2.5	
$6,000 - $6,999		3.9			8.1			2.5	
$7,000 - $7,999		5.2			12.2			2.5	
$8,000 - $9,999		11.8			18.9			11.4	
$10,000 - $11,999		13.1			6.8			7.6	
$12,000 - $13,999		9.2			8.1			11.4	
$14,000 - $16,999		12.4			1.4			16.5	
$17,000 - $19,999		5.9			1.4			10.1	
$20,000 - $24,999		3.3			0.0			5.1	
$25,000 - $29,999		1.3			0.0			2.5	
$30,000 and over		0.7			0.0			1.3	
Short-term family debts 1972 (married teachers only) (40)									
No short-term debts		20.3			23.0			17.7	
$100 - $299		5.2			4.1			6.3	
$300 - $499		7.2			8.1			6.3	
$500 - $699		5.2			4.1			6.3	
$700 - $999		3.3			4.1			2.5	
$1,000 - $1,249		3.3			4.1			2.5	
$1,250 - $1,499		5.2			1.4			8.9	
$1,500 - $1,749		0.7			0.0			1.3	
$1,750 - $1,999		0.7			1.4			0.0	
$2,000 - $2,499		5.2			8.1			2.5	
$2,500 - $2,999		4.6			2.7			6.3	
$3,000 - $3,499		4.6			5.4			3.8	
$3,500 - $3,999		9.8			12.2			7.6	

TABLE 22 (cont'd)
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
$4,000 - $4,499		1.3			0.0			2.5	
$4,500 - $4,999		0.0			0.0			0.0	
$5,000 - $5,999		0.7			1.4			0.0	
$6,000 - $6,999		0.0			0.0			0.0	
$7,000 - $7,999		0.7			0.0			1.3	
$8,000 - $8,999		1.3			1.4			1.3	
$9,000 - $9,999		0.0			0.0			0.0	
$10,000 - $11,999		1.3			1.4			1.3	
$12,000 - $13,999		0.7			0.0			1.3	
$14,000 and over		0.0			0.0			0.0	
Long-Term Family Debts (41)									
No long-term debts		47.7			56.8			39.2	
Less than $500		0.7			0.0			1.3	
$500 - $999		1.3			2.7			2.5	
$1,000 - $1,999		3.9			0.0			2.5	
$2,000 - $2,999		4.6			6.8			2.5	
$3,000 - $4,999		2.6			2.7			2.5	
$5,000 - $6,999		2.6			2.7			3.8	
$7,000 - $9,999		2.0			1.4			0.0	
$10,000 - $12,999		2.6			1.4			6.3	
$13,000 - $15,999		0.7			1.4			5.1	
$16,000 - $19,999		3.3			0.0			1.3	
$20,000 - $24,999		3.3			1.4			1.3	
$25,000 - $29,999		0.7			0.0			0.0	
$30,000 - $34,999		0.7			0.0			0.0	
$35,000 - $39,999		0.0			0.0			0.0	
$40,000 - $49,999		0.0			0.0			0.0	
$50,000 and over		0.0			0.0			0.0	

TABLE 22 (cont'd)
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Liquid Assets Position of Family (42)									
No Liquid Assets		9.2			9.5			8.9	
Less than $100		1.3			1.4			1.3	
$100 - $299		3.9			6.8			1.3	
$300 - $499		2.6			1.4			3.8	
$500 - $699		5.9			8.1			3.8	
$700 - $999		3.3			4.1			2.5	
$1,000 - $1,249		8.5			4.7			12.7	
$1,250 - $1,499		2.6			4.1			1.3	
$1,500 - $1,749		1.3			1.4			1.3	
$1,750 - $1,999		2.6			1.4			3.8	
$2,000 - $2,499		1.3			2.7			0.0	
$2,500 - $2,999		3.9			2.7			5.1	
$3,000 - $3,499		5.9			8.1			3.8	
$3,500 - $3,999		2.6			2.7			2.5	
$4,000 - $4,499		2.0			1.4			2.5	
$4,500 - $4,999		1.3			1.4			1.3	
$5,000 - $5,999		3.3			1.4			5.1	
$6,000 - $9,999		8.5			8.1			8.9	
$10,000 - $14,999		2.6			4.1			1.3	
$15,000 - $19,999		0.7			0.0			1.3	
$20,000 - $24,999		0.0			0.0			0.0	
$25,000 - $29,999		0.0			0.0			0.0	
$30,000 - $39,999		0.0			0.0			0.0	
$40,000 - $49,999		0.0			0.0			0.0	
Over $50,000		0.0			0.0			0.0	

TABLE 22 (cont'd)
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Non-Liquid Assets Position (43)									
No non-liquid assets		17.0			16.2			17.7	
Less than $500		2.6			1.4			3.8	
$500 - $999		2.0			4.1			2.5	
$1,000 - $1,999		2.6			2,7			2.5	
$2,000 - $2,999		2.0			1.4			3.8	
$3,000 - $4,999		0.7			1.4			3.8	
$5,000 - $6,999		4.6			5.4			5.1	
$7,000 - $9,999		2.6			1.4			6.3	
$10,000 - $12,999		8.5			12.2			7.6	
$13,000 - $15,999		5.9			5.4			5.1	
$16,000 - $19,999		7.2			6.8			5.1	
$20,000 - $24,999		3.9			2.7			0.0	
$25,000 - $29,999		3.3			1.4			0.0	
$30,000 - $34,999		2.0			4.1			3.8	
$35,000 - $39,999		0.0			1.4			2.5	
$40,000 - $49,999		2.0			0.0			0.0	
$50,000 and over		2.0			0.0			0.0	

Table 23. Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage agreeing strongly or with reservation (47: 1-9)									
Most students in teacher training programs were mature enough to be given responsibilities for their own education	61.6	68.6	65.6	56.9	63.5	60.8	65.5	73.5	70.0
The teacher training curriculum suffered from the specialization of faculty members	32.2	32.6	32.5	29.4	36.5	33.6	34.4	29.1	31.4
As a student in teacher training you were basically satisfied with the education you received	50.0	59.5	55.5	45.1	66.2	57.6	54.1	53.2	53.6
Most teacher training faculty were genuinely interested in the academic problems of undergraduates	56.3	59.4	58.1	49.0	64.5	58.4	62.3	54.4	57.8
The teacher training faculty rewarded conformity	52.7	61.5	57.8	51.0	67.6	60.8	54.1	55.7	55.0
The teacher training program stifled student creativity	33.9	45.1	40.4	23.5	46.0	36.8	42.6	44.3	43.6
Most rules governing student behavior were sensible	66.0	78.4	73.2	53.0	77.0	67.2	77.0	79.8	78.6
The campus rules were administered in a reasonable way	71.4	81.1	76.0	53.0	81.0	69.6	86.9	81.0	83.6
The teacher training faculty was as concerned about students' personal values as it was with their intellectual development	42.9	45.1	44.2	41.2	40.5	40.8	44.2	49.3	47.1

Table 23. (cont'd.) Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teaching			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage agreeing strongly or with reservation that undergraduate education would have been improved if: (47: 10-17)									
All courses had been electives	41.1	45.8	43.8	35.3	54.0	46.4	45.9	38.0	42.4
Grades had been abolished	30.3	35.3	33.2	23.5	43.2	35.2	36.1	27.9	31.5
Course work had been more relevant to contemporary education and educational problems	76.7	68.0	71.7	64.7	63.5	64.0	86.9	72.2	78.6
More attention had been paid to the emotional problems of students	50.9	45.8	47.9	35.3	48.7	43.2	63.9	43.0	52.2
Students had been required to spend a year in an occupation other than teaching	24.2	21.6	22.6	15.7	18.9	17.6	31.2	24.1	27.1
Students had the experience of a year's work in the community or abroad	43.7	47.7	46.0	33.3	41.9	38.4	52.4	53.1	52.9
The college or university had been governed by the faculty and students	33.9	30.7	32.1	29.4	24.4	26.4	37.7	36.7	37.2
There had been less emphasis on teacher training courses and more on broad liberal education	36.6	28.7	32.0	37.3	32.5	35.4	36.1	25.3	30.0
Percentage indicating that the following statements were "Almost always true" or "Usually true" (54)									
My grades understated the true quality of my work	34.9	43.1	39.7	31.4	50.0	42.4	36.7	36.7	37.1
Professors gave my work the attention it deserved	72.3	74.5	73.6	60.8	77.7	69.6	83.3	73.4	77.1

Table 23. (cont'd.) Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Professors gave my work too much attention	2.7	1.4	1.9	5.9	1.4	3.2	0.0	1.3	0.7
I worked hard at my studies	76.8	79.7	78.5	66.6	81.0	75.2	93.4	78.5	81.4
I found myself bored in class	24.1	25.5	24.9	19.6	28.4	24.8	30.0	22.8	25.0
I really did not care what grades I obtained	8.0	4.6	6.0	3.9	5.4	4.8	13.3	3.8	7.1
It was possible to get good grades without really understanding the material	13.4	18.3	16.3	13.8	14.9	14.4	10.0	21.5	17.9
Some forms of cheating were necessary to obtain the grades I wanted	2.7	0.7	1.5	3.9	1.4	2.4	3.3	0.0	0.7
I would have been happier if I had never gone to university	2.7	1.4	1.9	4.0	1.4	2.4	3.3	1.3	1.4
Obtaining the qualifications for getting a job was more important to me than the content of my courses	11.6	19.6	16.2	5.9	20.3	14.4	13.3	19.0	17.8
Professors tended to reward conformity	49.2	48.4	48.7	45.1	50.0	48.0	53.4	46.9	49.3
The best way to make it in teacher training was to tell the professors what they wanted to hear	46.4	53.6	50.5	39.3	48.7	44.8	50.0	58.2	55.7
Do you think you would have been more satisfied with the teacher training program at another university? (55)									
Definitely yes	0.9	1.3	1.1	0.0	1.4	0.8	0.0	1.3	1.4
Probably yes	26.8	21.6	23.8	23.5	25.7	24.8	23.3	17.7	22.9
Probably no	50.9	55.6	53.6	43.1	51.4	48.0	63.3	59.5	58.6
Definitely no	9.8	11.1	10.6	9.8	9.5	9.6	10.0	12.7	11.4

Table 23. (cont'd.) Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
In general, how did you feel about your undergraduate education at your university?									
It was a good place for me	33.0	35.3	34.3	27.5	31.1	29.6	40.0	39.2	38.6
It was fairly good for me	52.7	48.4	50.2	49.0	50.0	49.6	53.3	46.8	50.7
It was not the place for me	0.9	2.0	1.5	0.0	2.7	1.6	0.0	1.3	1.4

End of Table #23

TABLE 24

An Evaluation of Teacher Training Resources by Women Teachers Stratified by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Resources as "Excellent" or "Good" (48)									
The research resources (e.g., labs., computers, space etc.)	41.1	56.3	49.8	35.3	52.7	45.6	45.9	59.5	53.5
Teaching aids (films, filmstrips, videotape, demonstration models)	45.5	47.8	46.8	45.1	44.6	44.8	45.9	50.6	48.5
The intellectual environment	49.1	53.6	51.7	47.1	50.0	48.8	50.8	56.9	54.3
Your own education	52.7	39.9	45.3	51.0	33.8	40.8	54.1	45.6	49.2
Personal relations among faculty	45.6	43.2	44.1	41.2	41.9	41.6	49.2	44.3	46.5
Faculty/Student relations	42.9	36.6	39.3	39.3	33.8	36.0	45.9	39.2	42.1
Student study facilities on campus	41.1	43.8	42.6	29.4	41.9	36.8	50.8	45.5	47.9
The library resources	58.0	55.5	56.6	56.9	54.1	55.2	59.1	56.9	57.8
The academic reputation of your education faculty	66.1	54.9	59.7	64.7	52.7	57.6	67.3	57.0	61.4
Teaching load of professors	36.7	41.9	39.6	31.4	41.9	37.6	41.0	41.8	41.4
Ratio of teaching faculty to students	33.1	30.1	31.3	29.4	29.7	29.6	36.1	30.4	32.8
The administration	48.2	55.0	52.1	47.1	54.0	51.2	49.1	55.7	52.9

TABLE 25

Women Teachers' Attitudes Toward the Participation of
Students in Faculty of Education Decision Making, Stratified by
Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing that Teacher Training Students Should Have Control or Voting Power On (62)									
Appointment of Faculty in Faculty of Education	16.1	12.4	14.0	15.7	14.9	15.2	13.3	10.1	12.9
Promotion of Faculty in Faculty of Education	15.2	14.4	14.7	17.6	16.3	16.8	6.7	12.7	12.9
Provision and content of teacher training courses	26.8	26.8	26.8	23.5	21.7	22.4	23.3	31.7	30.7
Student discipline	39.3	24.2	30.6	33.4	21.7	26.4	26.7	26.6	34.3
Evaluation of student teaching during practice teaching sessions	16.1	13.1	14.3	13.7	14.9	14.4	13.3	11.4	14.3
Course work grading in teacher training courses	16.1	11.8	13.6	11.7	13.5	12.8	20.0	10.2	14.3
Teacher training requirements	28.6	21.5	24.5	25.5	21.6	23.2	23.3	21.5	25.7
Granting honours and awards	17.0	11.8	14.0	23.5	13.6	17.6	3.3	10.1	10.7
Allocating funds for research in education	25.9	15.7	20.0	27.5	17.6	21.6	16.7	13.9	18.6
Awarding teaching certificates	12.5	17.0	15.1	13.8	16.2	15.2	10.0	17.7	15.3
Examination policies	30.4	22.0	26.0	25.5	21.7	23.2	26.7	24.0	28.5

TABLE 26

Women Teachers' Ratings of the Role of the Teacher Training
Faculty Member Stratified by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage of Respondents Ranking the Following Activities of Professors in Teacher Training Programs as First in Importance (63)									
Provide a broad liberal education	21.4	24.8	23.4	13.7	21.6	18.4	23.3	27.8	27.9
To prepare students for their chosen profession	58.9	57.5	58.1	54.9	55.4	55.2	70.0	59.5	60.7
To train graduate students	1.8	1.3	1.5	2.0	1.4	1.6	3.3	1.3	1.4
To engage in educational research	2.7	0.0	1.1	2.0	0.0	0.8	3.3	0.0	1.4
Percentage of Respondents Ranking the Following Activities of Professors in Teacher Training Programs as Second In Importance (63)									
Provide a broad liberal education	50.9	43.8	46.8	47.1	45.9	46.4	56.7	41.8	47.1
To prepare students for their chosen profession	17.0	15.7	16.2	9.8	9.5	9.6	20.0	21.5	22.1

TABLE 26 (cont'd)

Women Teachers' Ratings of the Role of the Teacher Training
Faculty Member Stratified by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
To train graduate students	2.7	10.5	7.2	0.0	13.5	8.0	10.0	7.6	6.4
To engage in educational research	8.9	10.5	9.8	7.8	5.4	6.4	13.3	15.2	12.9
Percentage of Respondents Ranking the Following Activities of Professors in Teacher Training Programs as Third in Importance (63)									
Provide a broad liberal education	8.9	9.2	9.1	7.8	5.4	6.4	13.3	12.7	11.4
To prepare students for their chosen profession	0.9	5.2	3.4	2.0	8.1	5.6	0.0	2.5	1.4
To train graduate students	33.0	33.3	33.2	31.4	29.7	30.4	23.3	36.7	35.7
To engage in educational research	30.4	30.7	30.6	21.6	27.0	24.8	50.0	34.2	35.7

TABLE 27

Women Teachers' Ratings of the Academic Standards of Their
Teacher Training Institutions, Stratified by Community Type and
Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage of Respondents Indicating that Academic Standards in these Areas Should be "Much Higher" or "Somewhat Higher" (57)									
Undergraduate Admissions	29.4	26.1	27.6	21.5	21.7	21.6	26.7	30.4	32.9
Bachelor's Degrees	17.0	20.2	18.8	13.8	21.7	18.4	10.0	19.0	19.3
Graduate School Admissions	11.6	18.3	15.5	15.7	17.6	16.8	6.6	19.0	14.3
Grading System	16.1	19.6	18.1	19.6	12.2	15.2	16.7	26.6	20.7
Allocation of marks on term paper assignment	29.5	28.8	29.1	38.4	24.4	28.0	20.0	32.9	30.0
Admission to Honours degree programmes	9.8	17.0	14.9	13.8	20.3	17.6	0.0	13.9	10.7
Scholarships and awards	13.4	17.0	15.4	17.7	16.2	16.8	10.0	17.7	14.3

TABLE 28

Evaluation of Size of Teacher Training Institution by Women Teachers, Stratified by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Did your teacher training department change in size while you were an undergraduate? If so, did it become: (58)									
Much larger	20.5	30.1	26.0	17.6	20.3	19.2	20.0	39.2	32.1
Somewhat larger	25.0	19.0	21.5	17.6	16.2	16.8	40.0	21.5	25.7
About the same	32.1	28.8	30.2	25.5	33.8	30.4	30.0	24.1	30.0
Smaller	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Did you regard your teacher training department as: (59)									
Too big	15.2	23.5	20.0	7.8	17.6	13.6	10.0	29.1	25.7
About right	67.0	53.6	59.2	58.8	55.4	56.8	83.3	51.9	61.4
Too small	2.7	5.2	4.2	0.0	6.8	4.0	6.7	3.8	4.3

TABLE 29

Women Teachers' Ratings of the Authority Structure of the Teacher Training Faculty, Stratified by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Did you feel the administration of your teacher training department was: (60)									
Very autocratic	1.8	7.2	4.9	0.0	2.7	1.6	6.7	11.4	7.9
Somewhat autocratic	38.4	29.4	33.2	29.4	32.4	31.2	36.7	26.6	35.0
Somewhat democratic	39.3	36.6	37.7	37.3	35.1	36.0	46.7	38.0	39.3
Very democratic	4.5	3.9	4.2	3.9	0.0	1.6	6.7	7.6	6.4
How much opportunity did you feel you had to influence the policies of your teacher training department? (61a)									
A great deal	0.9	1.3	1.1	2.0	1.4	1.6	0.0	1.3	0.7
Quite a bit	1.8	4.6	3.4	2.0	6.8	4.8	0.0	2.5	2.1
Some	27.7	18.3	22.3	38.3	18.9	25.6	23.3	17.7	19.3
None	54.5	57.5	56.2	31.4	51.4	43.2	73.3	63.3	67.9
How much opportunity did you feel you had to influence the policies of your college or university? (61b)									
A great deal	0.9	2.0	1.5	0.0	2.7	1.6	0.0	1.3	1.4
Quite a bit	2.7	2.0	2.3	5.9	2.7	4.0	0.0	1.3	0.7
Some	19.6	13.1	15.8	19.6	16.2	17.6	16.7	10.1	14.3
None	60.7	64.7	63.0	45.1	54.1	50.4	76.7	74.7	74.3

TABLE 30

The Evaluation of Selected Educational Outcomes
of Student Teacher Experiences, Stratified by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage "Very Satisfied" or "Satisfied" with the Following Aspects of Their College or University Education. (52)									
Ability to write and organize ideas	64.3	66.7	65.6	60.8	59.5	60.0	67.2	73.4	70.7
Ability to express ideas, or present a case verbally	50.9	50.9	50.9	43.1	54.1	49.6	57.4	48.1	52.1
Preparation for an occupation	62.5	67.3	65.2	53.0	64.9	60.0	70.5	69.6	70.0
General background of liberal education	52.7	56.8	55.1	49.0	52.7	51.2	55.8	60.7	58.6
Ability to work on one's own	75.9	82.3	79.7	68.6	82.5	76.8	82.0	82.3	82.1
Ability to do original work	53.5	52.3	52.8	54.9	48.7	51.2	52.4	55.7	54.3
Preparation in subject specialty	51.7	50.9	51.3	49.1	41.9	44.8	64.1	59.5	57.2
Preparation for more advanced academic work	54.5	56.2	55.5	51.0	52.7	52.0	57.4	59.5	58.6
Ability to make independent judgment	72.3	69.3	70.5	66.7	67.6	67.2	77.0	70.9	73.5
Percentage Agreeing Strongly or with Reservation (64:6, 10-13)									
Teacher training departments should be actively engaged in solving the problems of the classroom teacher	76.8	85.0	81.5	71.0	81.1	76.8	80.0	88.6	85.7
Teacher training is an essential prerequisite for any teaching position in the school system	81.3	83.7	82.6	72.6	81.1	77.6	83.3	86.0	87.2

TABLE 30 (Cont'd.)

The Evaluation of Selected Educational Outcomes of Student Teacher Experiences, Stratified by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing Strongly or With Reservation (64:6, 10-13) Cont'd.									
Teacher Training turned out to be very useful to me in my work as a teacher	76.7	74.5	75.5	72.5	74.3	73.6	86.7	74.7	77.1
Teaching could be performed just as well, if not better, by someone without teacher training	22.4	28.8	26.0	15.7	31.1	24.8	30.0	26.6	27.1
It is doubtful whether I could have handled the responsibility of my first teaching position without teacher training	55.3	58.8	57.4	51.0	56.7	54.4	60.0	60.7	60.0

TABLE 31

The Early Socializing Experiences of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating "Very true" or "Somewhat true" to Describe their Socializing Encounters with Fathers (82)									
If I had some kind of problem I could count on him to help me out.	83.9	88.9	86.8	72.6	91.9	84.0	93.3	86.1	89.3
He kept after me to do well in school.	81.3	85.0	83.4	70.6	86.5	80.0	86.7	84.5	86.4
If I did not do what was expected of me, he was very strict about it.	75.0	76.5	75.8	62.7	79.7	72.8	86.7	73.4	78.6
He comforted and helped me when I had troubles.	84.8	87.6	86.4	70.6	89.1	81.6	100.0	86.1	90.7
He kept after me to do better than other children.	27.7	45.8	38.1	27.4	48.6	40.0	16.6	43.0	36.4
He expected me to keep my things in good order.	78.6	84.3	81.9	66.6	86.4	78.4	90.0	82.3	85.0
He taught me things I wanted to learn.	80.4	85.6	83.4	66.7	82.4	76.0	90.0	88.6	90.0
He kept pushing me to do my best in everything.	44.6	59.5	53.2	41.2	64.8	55.2	43.3	54.5	51.4
He made me feel I could talk with him about everything.	67.8	71.9	70.2	56.8	77.1	68.8	76.7	67.1	71.4
When he wanted me to do something he explained why.	73.2	81.0	77.8	60.8	83.8	74.4	83.3	78.5	80.7

TABLE 31 (Cont'd.)

The Early Socializing Experiences of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating "Very true" or "Somewhat true" to Describe their Socializing Encounters with Mothers (82)									
If I had some kind of problem I could count on her to help me out.	84.0	90.2	87.5	78.4	90.6	85.6	83.3	89.9	89.3
She kept after me to do well in school.	78.6	86.2	83.1	70.5	85.2	79.2	76.6	87.3	86.4
If I did not do what was expected of me, she was very strict about it.	75.0	77.8	76.6	70.6	77.0	74.4	76.6	78.5	78.6
She comforted and helped me when I had troubles.	80.3	92.2	87.2	70.5	91.9	83.2	86.7	92.4	90.7
She kept after me to do better than their children.	33.0	50.3	43.0	33.4	50.0	43.2	20.0	49.6	42.9
She expected me to keep my things in good order.	82.2	88.9	86.0	76.5	85.1	81.6	76.7	92.4	90.0
She taught me things I wanted to learn.	78.6	87.5	83.7	70.6	85.1	79.2	80.0	89.9	87.9
She kept pushing me to do my best in everything.	52.6	62.8	58.8	52.9	67.5	61.6	46.6	58.2	56.4
She made me feel I could talk with them about everything.	70.5	75.8	73.6	64.7	75.6	71.2	76.7	75.9	75.7
When she wanted me to do something she explained why.	75.9	85.0	81.2	70.6	83.8	78.4	80.0	86.1	83.5

TABLE 31 (Cont'd.)

The Early Socializing Experiences of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating "Very true" or "Somewhat true" to Describe their Parents (83)									
Interested in intellectual pursuits	83.0	81.7	82.3	74.5	82.4	79.2	90.0	81.0	85.0
Interested in cultural pursuits	78.6	75.8	76.9	68.6	77.1	73.6	86.6	74.7	80.0
Religious	86.6	90.9	89.1	74.5	90.5	84.0	93.3	91.2	93.5
Interested in politics	79.4	89.5	85.3	62.7	89.2	78.4	90.0	89.9	91.4
Financially comfortable	74.1	72.6	73.2	62.7	67.6	65.6	76.7	77.3	80.0
Strict	75.9	79.7	78.1	68.6	81.1	76.0	86.7	78.5	80.0

REFERENCES

Allingham, John D.
1967a Women Who Work: Part 1. Ottawa: Dominion Bureau of Statistics, Special Labour Force Studies, No. 5.
1967b The Demographic Background to Change in the Number and Composition of Female Wage Earners in Canada: 1951-1961. Ottawa: Special Labour Force Studies, Series B, No. 1.

Allingham, John D. and Byron G. Spencer.
1968 Women Who Work: Part 2, Married Women in the Labour Force: The Influence of Age, Education, Child-Bearing Status and Residence. Ottawa: Dominion Bureau of Statistics, Special Labour Force Studies Series B, No. 2. (71-514 occasional).

Archibald, Kathleen.
1970 Sex and the Public Service: Report of the Public Service Commission of Canada. Ottawa: Queen's Printer.

Bayer, Alan E.
1970 College and University Faculty: A Statistical Description. American Council on Education Research Reports, 5:5.

Fox, David J.
1969 The Research Process in Education. New York: Holt Rinehart and Winston.

Judak, Stanislaw.
1968 Women in the Public Service: Their Utilization and Employment. Ottawa: Department of Labour.

Mead, Margaret and Frances B. Kaplan, eds.
1965 American Women. Scribner.

Report of the Royal Commission.
1970 The Status of Women in Canada. Ottawa: Information Canada.

Riffer, Roger L.
1972 Determinants of University Students' Political Attitudes. Review of Educational Research 42, (Fall) 561-571.

Spencer, Byron G. and Dennis C. Featherstone.
1970 Married Female Labour Force Participation: A Micro Study. Ottawa: Dominion Bureau of Statistics, Special Labour Force Studies. Series B, No. 4.

APPENDIX A

Women Teachers' Questionnaire

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Dear Fellow Teacher:

The Faculty of Education at Memorial University with the assistance and co-operation of the Newfoundland Department of Education and the Newfoundland Teachers' Association is conducting several surveys of university graduates, students, and certificated teachers throughout the Province. The present study is a Province-wide survey of women teachers and ex-teachers. The information gathered will be used to reveal the views of women teachers on aspects of teaching, the teaching profession, and teacher training, so that the qualities of public education and the relevance of our teacher training programs may be assessed and, hopefully, improved.

You have been selected to receive this questionnaire because you are a certificated teacher and one of the one in twenty randomly selected to represent the women teachers in the Province. Your participation in this study is therefore of great value because it will permit a valid assessment of the contribution of women teachers to public education, and assist in the identification of factors affecting career choice. **We are interested in your responses even if you are not now teaching in the school system.**

We should greatly appreciate your help in this study by completing the questionnaire and returning it in the enclosed envelope. All the information will be coded and used in group comparisons for research purposes only. Under no circumstances will individual responses be reported. Only University research personnel sworn to secrecy will have direct access to the questionnaires. On the creation of the magnetic work tapes all the questionnaires will be destroyed. Until the **anonymous questionnaire** is destroyed it will be kept under lock and key.

We realize that not all questions will be equally applicable to your situation. Please try to answer each question if there is any basis at all for answering. If you do not wish to answer a question, omit it and go on to the next.

We hope that you will find the questionnaire interesting to answer, and that you will complete it and return it to us immediately.

With thanks for your co-operation.

Sincerely,

G.A. Hickman,
Dean, Faculty of Education,
Memorial University of Newfoundland.

Gilbert Pike,
President,
Newfoundland Teachers' Association.

C. Roebotham,
Assistant Deputy Minister,
Department of Education,
Government of Newfoundland and Labrador.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

CONFIDENTIAL:

All information will be treated as confidential and used for statistical purposes only.

MARKING INSTRUCTIONS

This questionnaire will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your careful observance of these few simple rules will be most appreciated.

Use a black lead pencil.

Make heavy black marks that completely fill the box. Erase completely any answers you wish to change.

Avoid making any stray marks in this booklet.

1. **What is your marital status?**

Married (once only) ☐
Married (remarried) ☐
Separated ☐
Single (never married) ☐
Single (divorced) ☐
Single (widowed) ☐
Religious Order ☐

2. **For women ever married — (a) How many babies have you had, not counting still births?**

None ☐
1 ☐
2 ☐
3 ☐
4 ☐
5 ☐
6 ☐
7 ☐
8 ☐
9 ☐
10 ☐
11 ☐
12 ☐
13 ☐
14+ ☐

(b) If you have had one or more children, please indicate the number in each of the following age groups.

	1	2	3(or more)
Less than 3 years	☐	☐	☐
3 – 5 years	☐	☐	☐
6 – 8 years	☐	☐	☐
9 – 11 years	☐	☐	☐
12 – 14 years	☐	☐	☐
15 – 17 years	☐	☐	☐
18 – 20 years	☐	☐	☐
21 years and over	☐	☐	☐

3. **How many years of post-secondary training have you had – beyond first year at Memorial University of Newfoundland or beyond grade 12 in other provinces of Canada – either full-time or full-time equivalence?**

None . . . . ☐
Some, but less than one complete year . . . . . . ☐
One year . . . . ☐
Two years . . . . ☐
Three years . . . . ☐
Four years . . . . ☐
Five years . . . . ☐
Six years . . . . ☐
Seven years . . . . ☐
More than seven . . . . . . ☐

4. **On the following list of degrees please mark: (1) the degree(s) that you now hold (if any); (2) the degree that you are now working for. (Mark each column)**

	Now Hold	Working For
None	☐1	☐2
General degree of Bachelor of Arts:		
(i) Major field – Humanities	☐1	☐2
(ii) Major field – Social Sciences	☐1	☐2
General degree of Bachelor of Science:		
(i) Major field – Physical Sciences	☐1	☐2
(ii) Major field – Biological Sciences	☐1	☐2
General degree of Bachelor of Commerce	☐1	☐2
General degree of Bachelor of Nursing	☐1	☐2
General degree of Bachelor of Social Work	☐1	☐2
Honours degree of Bachelor of Arts:		
(i) Major field – Humanities	☐1	☐2
(ii) Major field – Social Sciences	☐1	☐2
Honours degree of Bachelor of Science:		
(i) Major field – Physical Sciences	☐1	☐2
(ii) Major field – Biological Sciences	☐1	☐2
Honours degree of Bachelor of Commerce	☐1	☐2
Conjoint degrees of Bachelor of Education and Bachelor of Arts	☐1	☐2
Conjoint degrees of Bachelor of Education and Bachelor of Science	☐1	☐2
Bachelor of Arts (Education) – primary programme	☐1	☐2
Bachelor of Arts (Education) – elementary programme. .	☐1	☐2
Bachelor of Arts (Education) – high school programme .	☐1	☐2
Master of Arts:		
(i) Major field – Humanities	☐1	☐2
(ii) Major field – Social Sciences	☐1	☐2
Master of Science:		
(i) Major field – Physical Sciences	☐1	☐2
(ii) Major field – Biological Sciences	☐1	☐2
Master of Education:		
(i) Educational Administration	☐1	☐2
(ii) Curriculum	☐1	☐2
(iii) Counselling	☐1	☐2
Doctor of Philosophy	☐1	☐2
Other (please specify)__________________	☐1	☐2

5. **Since the time you entered the teaching profession, and the last year in which you taught, has your certification standing changed as a consequence of your additional professional preparation? (Mark one)**

No change, certification standing the same today as on entrance to the profession . . . . ☐

Yes, certification standing has been upgraded since entrance to the profession . . . . ☐

No change, but currently working on upgrading certification standing . . . . ☐

6. **Please indicate: (1) your certification standing on entering the teaching profession; (2) your certification standing at the present time. (Mark one in each column)**

	Standing on entrance to teaching	**Current certification standing**
Uncertificated (for D license)	☐ 1	☐ 2
Uncertificated (A, B, or C license)	☐ 1	☐ 2
Grade 1	☐ 1	☐ 2
Grade 2	☐ 1	☐ 2
Grade 3	☐ 1	☐ 2
Grade 4	☐ 1	☐ 2
Grade 5	☐ 1	☐ 2
Grade 6	☐ 1	☐ 2
Grade 7	☐ 1	☐ 2
Other	☐ 1	☐ 2

7. **Where did you obtain your earliest certification for teaching? (Mark one)**

Newfoundland . . . . ☐
Nova Scotia . . . . ☐
Other Canadian Prov. . . . . ☐
United Kingdom . . . . . . ☐
Rep. of Ireland . . . . ☐
U.S.A. . . . . ☐
Continental Europe . . . . ☐
Australia or New Zealand . . . . ☐
Asia . . . . ☐
Other . . . . ☐

8. **Which category most nearly describes the position you held in your school system in the 1971/72 school year? If you did not teach in the 1971/72 school year which category most nearly describes the position in the school system that you last held?**

	Position 1971/72	**Position last held**
Grade classroom teacher	☐	☐
Subject classroom teacher	☐	☐
Special education teacher	☐	☐
Part-time, temporary, or substitute teacher	☐	☐
Vice-principal or assistant principal	☐	☐
Department head, consultant or counsellor assigned to one school (teaching half-time or more)	☐	☐
Librarian (teaching less than half time or not teaching)	☐	☐
Supervisor working in or from school board office	☐	☐
Superintendent or assistant superintendent	☐	☐
Other	☐	☐

9. **How many years of teaching experience have you had? (Mark one)**

Less than one . . . . ☐
One . . . . ☐
Two . . . . ☐
Three . . . . ☐
Four . . . . ☐
Five to seven . . . . ☐
Eight to ten . . . . ☐
Eleven to fifteen . . . . ☐
Sixteen to twenty . . . . ☐
More than twenty . . . . ☐
None . . . . ☐

10. **How many years of working experience have you other than teaching? (Mark one)**

None ☐
One ☐
Two ☐
Three to five ☐
Six to ten ☐
More than ten ☐

11. **From the following list of occupations, please mark:**

A. Your first job after completing your teacher training;
B. If you have had more than one job, your present job (including housewife);
C. Your expected long run career occupation;
D. The career you would most prefer if you were free to choose any from the list;
E. If you have had work experience, other than teaching, the type of work you were in.

(Where your precise job does not appear mark the most similar category).

Mark one in each column

Physician or Surgeon	A	B	C	D	E
Dentist	A	B	C	D	E
Nurse	A	B	C	D	E
Therapist, Lab Technician	A	B	C	D	E
Home economist or dietitian	A	B	C	D	E
Pharmacist, Optometrist	A	B	C	D	E
Other medical and health professions	A	B	C	D	E
Lawyer	A	B	C	D	E
Public Administrator, Official, Politician	A	B	C	D	E
Military service (career)	A	B	C	D	E
Librarian	A	B	C	D	E
Social Worker, Welfare	A	B	C	D	E
Religious Worker, missionary	A	B	C	D	E
Other/Public and Social Services	A	B	C	D	E
Architect, Designer, City Planner	A	B	C	D	E
Artist, Actress, Musician, Singer, Dancer	A	B	C	D	E
Interior Designer	A	B	C	D	E
Writer, Journalist	A	B	C	D	E
Fashion Model	A	B	C	D	E
Other/Design, Arts and Writing	A	B	C	D	E
Teacher, pre-school	A	B	C	D	E
Teacher, primary (K-III)	A	B	C	D	E
Teacher, elementary (IV-VI)	A	B	C	D	E
Teacher, secondary (VII-XI)	A	B	C	D	E
Educational Administration	A	B	C	D	E
College Teacher, Professor	A	B	C	D	E
Teacher, Guidance Counsellor	A	B	C	D	E
Teacher, Special Education	A	B	C	D	E
Other Education	A	B	C	D	E
Engineer	A	B	C	D	E
Scientific Technician, Programmer	A	B	C	D	E
Scientist, Researcher	A	B	C	D	E
Business Executive, Official, Owner	A	B	C	D	E
Accountant	A	B	C	D	E
Private Secretary	A	B	C	D	E
Clerk, Stenographer	A	B	C	D	E
Saleswoman or Buyer	A	B	C	D	E
Other/Business, Industry - non-manual	A	B	C	D	E

Skilled Worker, Craftsman	A	B	C	D	E
Fish Plant Worker	A	B	C	D	E
Supervisor	A	B	C	D	E
Semi-skilled Worker	A	B	C	D	E
Waitress, Chambermaid, Servant	A	B	C	D	E
Housewife	A	B	C	D	E
None	A	B	C	D	E

12. During your undergraduate years did you ever consider transferring from the degree program in which you were registered to another program either in the same Faculty or a different Faculty?

Yes, I changed my degree program ☐
I seriously considered changing ☐
I considered changing my degree program, but not seriously ☐
I never considered it ☐

13. If you changed your degree program while an undergraduate student please indicate whether any of these major reasons contributed to your decision to switch. (Mark each item)

1. **Definitely yes.**
2. **Somewhat.**
3. **Definitely no.**

Grades too low	1	2	3
Grades high enough to permit transfer	1	2	3
Dissatisfaction with intended program	1	2	3
Completed requirements to transfer	1	2	3
Found another program more interesting	1	2	3
More job opportunities in the new program	1	2	3
Led to occupation with greater prestige	1	2	3
My career interests changed	1	2	3
My academic interests changed	1	2	3

14. On the following list of different university fields and programs please indicate (i) the most appropriate major field category and (ii) the most appropriate degree category. Where your precise field does not appear mark the one which is most appropriate.

1. **Intended undergraduate major as first year university or college student.**
2. **Actual undergraduate major.**
3. **Intended degree program as first year university or college student.**
4. **Actual degree program.**

	Major		**Degree**	
Agriculture and/or Forestry	1	2	3	4
Architecture and/or Design	1	2	3	4
Biological Sciences	1	2	3	4
Business, Commerce and Management	1	2	3	4
Education:				
Physical Education	1	2	3	4
Primary	1	2	3	4
Elementary	1	2	3	4
High School	1	2	3	4

Guidance and Counselling	1	2	3	4
Home Economics	1	2	3	4
Educational Administration	1	2	3	4
Other Education fields	1	2	3	4
Engineering:				
Chemical	1	2	3	4
Electrical	1	2	3	4
Mechanical	1	2	3	4
Other Engineering fields	1	2	3	4
Fine Arts:				
Art	1	2	3	4
Dramatics and Speech	1	2	3	4
Music	1	2	3	4
Geography	1	2	3	4
Health fields:				
Medicine	1	2	3	4
Nursing	1	2	3	4
Other Health fields	1	2	3	4
Humanities:				
English Language & Literature	1	2	3	4
Foreign Language & Literature:				
French	1	2	3	4
German	1	2	3	4
Spanish	1	2	3	4
Other Languages	1	2	3	4
Classics	1	2	3	4
Folklore	1	2	3	4
History	1	2	3	4
Philosophy	1	2	3	4
Religion and Theology	1	2	3	4
Other Humanities fields	1	2	3	4
Journalism	1	2	3	4
Law	1	2	3	4
Library Science	1	2	3	4
Mathematics and Statistics	1	2	3	4
Physical Sciences:				
Chemistry	1	2	3	4
Earth Sciences (including Geology)	1	2	3	4
Physics	1	2	3	4
Social Sciences:				
Sociology and Anthropology	1	2	3	4
Economics	1	2	3	4
Political Science	1	2	3	4
Psychology	1	2	3	4
Social Work	1	2	3	4
All other fields	1	2	3	4
None	1	2	3	4

15. **Here are some characteristics or qualities of teachers. (i) How would you rate yourself on these items; (ii) how would you rate the women teachers of your acquaintance? (Mark all that apply)**

V — Very much so.
S — Somewhat.
N — Not at all.

	Self			Women Teachers		
Interested in intellectual pursuits	V	S	N	V	S	N
Community leader	V	S	N	V	S	N

Religious	V	S	N	V	S	N
Interested in cultural pursuits	V	S	N	V	S	N
Interested in politics	V	S	N	V	S	N
Financially comfortable	V	S	N	V	S	N
Fond of children	V	S	N	V	S	N
Strict	V	S	N	V	S	N
Well read	V	S	N	V	S	N
Widely travelled (outside Province)	V	S	N	V	S	N
Bilingual	V	S	N	V	S	N
Ability to impart knowledge to others	V	S	N	V	S	N
Dedicated to teaching	V	S	N	V	S	N
Interested in the affairs of the NTA	V	S	N	V	S	N
Sociable	V	S	N	V	S	N

16. How many breaks of at least 1 school year have there been in your full-time teaching service?

1 . . . . ☐
2 . . . . ☐
3 . . . . ☐
Over 3 . . . . ☐
None . . . . ☐

17. Why did you take (i) your first break in your teaching service, and (ii) if you had more than one break, your most recent break in your teaching service? (Mark all that apply)

1 — **1. A factor in taking a break from teaching.**
2 — **2. The major factor in taking a break from teaching.**

	First Break		**Most Recent Break**	
Requested by superintendent or principal (directly or indirectly) to resign	1	2	1	2
Dissatisfied with school (including principal and/or superintendent)	1	2	1	2
Dissatisfied with work performed including grade level taught, or courses expected to teach	1	2	1	2
Dissatisfied with salary	1	2	1	2
Dissatisfied with general situation, but not with work performed	1	2	1	2
Dissatisfied with the community where job located	1	2	1	2
Further study	1	2	1	2
Ill health	1	2	1	2
Dissatisfaction with fellow teachers	1	2	1	2
Disciplinary problems	1	2	1	2
Non-teaching employment	1	2	1	2
Marriage or full-time homemaking	1	2	1	2
Maternity or child rearing responsibilities	1	2	1	2
Husband transferred or moved	1	2	1	2
Other family reasons	1	2	1	2
No desire to work	1	2	1	2
Desire to travel	1	2	1	2
Other	1	2	1	2
No breaks	☐			

18. What is your TOTAL NUMBER of years away from teaching (since you started teaching). (Mark one)

1 year or less . . . . ☐
2 . . . . ☐
3 . . . . ☐
4 . . . . ☐
5 – 9 . . . . ☐
10 – 14 . . . . ☐
15 – 19 . . . . ☐
20 – 24 . . . . ☐
None . . . . ☐

19. Do you plan to make teaching a permanent career?

Yes . . . . ☐ No . . . . ☐ Undecided . . . . . . ☐

20. Under how many different school boards have you worked full-time?

1 . . . . ☐
2 . . . . ☐
3 . . . . ☐
4 . . . . ☐
5 . . . . ☐
Over 5 . . . . ☐

21. In how many different schools have you worked full-time?

1 . . . . ☐
2 . . . . ☐
3 . . . . ☐
4 . . . . ☐
5 . . . . ☐
6 . . . . ☐
7 –10 . . . . ☐
Over 10 . . . . ☐

22. A. How did you obtain (a) your first teaching job after teacher training? (b) If you have taught in more than one school system, your most recent teaching job? (Mark all that apply)

☐1 ☐2

1. **A method used.**
2. **The successful method.**

	First job	Most recent job
Initial contact through family, friends or relatives	☐1 ☐2	☐1 ☐2
Initial contact through colleagues or contacts in the field	☐1 ☐2	☐1 ☐2
Canada Manpower Centre	☐1 ☐2	☐1 ☐2
Private employment agency	☐1 ☐2	☐1 ☐2
Campus placement service or on-campus recruiting	☐1 ☐2	☐1 ☐2
Newspaper or other advertisement in local papers	☐1 ☐2	☐1 ☐2
Newspaper or or other advertisement in papers outside your locality	☐1 ☐2	☐1 ☐2
Approaching employers in your area (e.g., school board, principal, clergy, etc.)	☐1 ☐2	☐1 ☐2
Approaching employers outside your area (e.g., school board, principal, clergy, etc.)	☐1 ☐2	☐1 ☐2
Write letters of application	☐1 ☐2	☐1 ☐2
Promotion with same employer	☐1 ☐2	☐1 ☐2
Continued in previous employment	☐1 ☐2	☐1 ☐2
Newfoundland Teachers' Association	☐1 ☐2	☐1 ☐2
Initial contact through sponsorship of university professor	☐1 ☐2	☐1 ☐2
Other	☐1 ☐2	☐1 ☐2

B Given the following methods of looking for a teaching position please mark them in order of importance to you personally. (Mark one in each column)

	Order of Importance 1st	2nd	3rd
Through family, friends or relatives	☐	☐	☐
Through colleagues or contacts in the field	☐	☐	☐
Through sponsorship or a university professor	☐	☐	☐
Canada Manpower Centre	☐	☐	☐
Private employment agency	☐	☐	☐
Campus placement service or on-campus recruiting	☐	☐	☐
Newspaper or other advertisement in local papers	☐	☐	☐
Newspaper or other advertisement in papers outside your locality	☐	☐	☐
Write letters of application	☐	☐	☐
Other	☐	☐	☐

23. From the following list mark ONE subject in each column; mark the most appropriate FINE categories if applicable; where your precise specialist field does not appear mark the most similar category.

1. Area of specialization in which you are most adequately prepared.
2. Second area of specialization.
3. Present principal teaching field.
4. Specialist field in which you prefer to work.

1 2 3 4

	Most prepared	Second special-ization	Present teaching field	Preferred special-ization
Reading	1	2	3	4
Social Studies:				
History	1	2	3	4
Geography	1	2	3	4
A Social Science (e.g., Psychology, Sociology, Economics, etc.)	1	2	3	4
Other Social Studies	1	2	3	4
English:				
Language	1	2	3	4
Literature	1	2	3	4
French	1	2	3	4
Language (other than French)	1	2	3	4
Mathematics	1	2	3	4
Science:				
Physics	1	2	3	4
Chemistry	1	2	3	4
Biology	1	2	3	4
Earth Sciences	1	2	3	4
Other Science	1	2	3	4
Physical Education	1	2	3	4
Home Economics	1	2	3	4
Fine Arts:				
Art	1	2	3	4
Music	1	2	3	4
Drama	1	2	3	4
Speech, Voice	1	2	3	4
Libraries	1	2	3	4

Industrial Arts:				
Wood work	☐1	☐2	☐3	☐4
Metal work	☐1	☐2	☐3	☐4
Crafts	☐1	☐2	☐3	☐4
Other industrial vocational	☐1	☐2	☐3	☐4
Business Education:				
Typing	☐1	☐2	☐3	☐4
Shorthand	☐1	☐2	☐3	☐4
Book-keeping, accounting	☐1	☐2	☐3	☐4
Other commercial	☐1	☐2	☐3	☐4
Exceptional Children and/or special education	☐1	☐2	☐3	☐4
Counselling and Guidance	☐1	☐2	☐3	☐4
Administration	☐1	☐2	☐3	☐4
Audiovisual aid specialist	☐1	☐2	☐3	☐4
Curriculum consultant	☐1	☐2	☐3	☐4
Pre-school education	☐1	☐2	☐3	☐4
Kindergarten education	☐1	☐2	☐3	☐4
Religious education	☐1	☐2	☐3	☐4
Other	☐1	☐2	☐3	☐4

24. What was your gross annual income (before taxes and deductions): (i) in your first teaching position; (ii) if you are no longer teaching, in your most recent teaching position; (iii) if you are currently employed as a teacher, in your present position in the school system.

	First Position	**Most recent position (those no longer teaching only)**	**Present position (those currently teaching)**
Below $2,000	☐	☐	☐
$2,000 – $3,999	☐	☐	☐
$4,000 – $4,999	☐	☐	☐
$5,000 – $5,999	☐	☐	☐
$6,000 – $6,999	☐	☐	☐
$7,000 – $7,999	☐	☐	☐
$8,000 – $9,999	☐	☐	☐
$10,000 – $11,999	☐	☐	☐
$12,000 – $13,999	☐	☐	☐
$14,000 and over	☐	☐	☐

25. Please indicate your opinion regarding each of the following matters.

1. Very good.
2. Good.
3. Somewhat unsatisfactory — a little low.
4. Very unsatisfactory — too low.

☐1 ☐2 ☐3 ☐4

The effect of a teacher's job on her family life	☐1	☐2	☐3	☐4
The top salary available to teachers	☐1	☐2	☐3	☐4
The chances for receiving salary increases without a promotion	☐1	☐2	☐3	☐4
The state of teaching as a "profession"	☐1	☐2	☐3	☐4
The amount of progress which may be made in a professional career	☐1	☐2	☐3	☐4
The amount of recognition which teachers are given by society for their efforts and contribution	☐1	☐2	☐3	☐4
The capabilities of most of the people who are in teaching	☐1	☐2	☐3	☐4

The possibilities for a teacher advancing to a position of greater responsibility in teaching	1	2	3	4
The amount of recognition which teachers are given by members of other professions	1	2	3	4
The level of professional standards maintained by most teachers	1	2	3	4
The opportunity which teachers have for associating with other professional people	1	2	3	4
The amount of recognition which non-educators give to teachers as compared to what they give to other professionals	1	2	3	4
The amount of time for leisure activities which teaching affords	1	2	3	4
The level of education of most teachers in the Province	1	2	3	4
The method employed in schools for making decisions on curriculum matters	1	2	3	4
The method employed in schools for making decisions on pupil discipline matters	1	2	3	4
The attitude of the students toward the staff in schools	1	2	3	4
The manner in which the teachers and the administrative staff work together in the schools	1	2	3	4
The co-operation and help received from administrators	1	2	3	4
The evaluation process which administrators use to judge teacher effectiveness	1	2	3	4
The level of education of administrators	1	2	3	4
The adequacy of the supplies available to teachers for their use in schools	1	2	3	4
The amount of time which is available to teachers for their personal professional growth	1	2	3	4
The extent to which teachers are informed by administrators about school matters affecting them	1	2	3	4
The academic performance of students	1	2	3	4
The extent to which the professional growth of teachers is subsidized by the school system	1	2	3	4

26. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly agree.
2. Agree with reservations.
3. Disagree with reservations.
4. Strongly disagree.

1 2 3 4

Teaching is more satisfying to me than the time I spend around the house	1	2	3	4
It is extremely important to me to have a higher income	1	2	3	4
I feel that I have had very good financial breaks	1	2	3	4
If I inherited so much money that I did not have to work, I would still take up a career in teaching	1	2	3	4
I spend a lot of time thinking about how to improve my chances for getting ahead	1	2	3	4

I would be satisfied if a daughter of mine when she reaches my age, were in the same kind of work I am now in	1	2	3	4
Some of my main interests and pleasures in life are connected with my career as a teacher	1	2	3	4
Getting money and material things out of life is very important to me	1	2	3	4
I feel that my present financial situation is very good	1	2	3	4
Teaching is one of the most satisfying aspects of my life	1	2	3	4
It is important to me to own things, such as a home, car, or clothing, which are at least as good as those of my friends	1	2	3	4
I would be satisfied if my children received the same amount of education as I have	1	2	3	4
I enjoy my spare-time activities much more than my work as a teacher	1	2	3	4
I am very anxious to get much further ahead	1	2	3	4
I am pretty well satisfied with the chances for getting ahead in my present work	1	2	3	4
To me, teaching is just a way of making money	1	2	3	4
I have sometimes regretted going into teaching	1	2	3	4
I would be satisfied if my children when they reach my age, have the same income and live in the same way as I	1	2	3	4
On the whole, my financial future looks very good	1	2	3	4
There are many times when I have to deny myself and my family things we would like because of our income	1	2	3	4
In my present financial situation, I have to worry about bills or debts	1	2	3	4

27. Did you teach, or were you employed by a school system, in the 1971-72 school year?

Yes, full-time . . . . . . ☐ Yes, part-time . . . . ☐
No. . . . . ☐

28. Please answer the question "How desirous are you" for each of the items relating to promotions found below. In answering the question, mark in the one code number which best represents your answer.

1. **Would very much like.**
2. **Have some desire.**
3. **Am not especially interested.**
4. **Would not want.**

[1] [2] [3] [4]

Become an assistant principal or vice-principal	1	2	3	4
Become the principal of an elementary school	1	2	3	4
Become the principal of a junior high school	1	2	3	4
Become the principal of a senior high school	1	2	3	4
Become a department head	1	2	3	4
Become a staff specialist, or consultant, attached to a central office	1	2	3	4
Become a school superintendent	1	2	3	4
Remain a school teacher for the remainder of my educational career	1	2	3	4

Remain a teacher in this school district for the remainder of my educational career but move to a school in a "better neighbourhood"	1	2	3	4
Remain a teacher at my present grade level(s) for the remainder of my educational career.	1	2	3	4
Obtain a higher paying position outside the field of education	1	2	3	4
Leave teaching **temporarily** in order to devote my time to homemaking	1	2	3	4
Leave teaching **permanently** to devote my time to homemaking	1	2	3	4

29. Comparing yourself with other women of your age and qualifications, how successful do you consider yourself in your career?

Very successful ☐
Fairly successful ☐
Fairly unsuccessful ☐
Very unsuccessful ☐

30. In which grade did you do most teaching this year?

Pre-school ☐
Kindergarten ☐
One ☐
Two ☐
Three ☐
Four ☐
Five ☐
Six ☐
Seven ☐
Eight ☐
Nine ☐
Ten ☐
Eleven ☐
No regular teaching ☐

31. How many hours per week do you spend in classroom teaching? (Exclude time spent counselling, supervising, etc.)

None ☐
Under 2 hrs ☐
2 to 4 hrs ☐
5 to 9 hrs ☐
10 to 14 hrs ☐
15 to 19 hrs ☐
20 to 24 hrs ☐
25 to 30 hrs ☐

32. What is the average class size of the classes that you teach?

Under 10 ☐
10 to 19 ☐
20 to 24 ☐
25 to 29 ☐
30 to 34 ☐
35 to 39 ☐
40 to 44 ☐
45 and over ☐
No regular classroom teaching ☐

33. What is the total number of different pupils that you teach in a week?

Under 30 pupils ☐
30 to 39 pupils ☐
40 to 49 pupils ☐
50 to 99 pupils ☐
100 to 149 pupils ☐
150 to 199 pupils ☐
200 or more ☐

34. What is the approximate number of pupils in your school?

Under 100 ☐
100 – 299 ☐
300 – 499 ☐
500 – 699 ☐
700 – 899 ☐
Over 900 ☐

35. What is the number of full-time teachers (including those without classrooms) in your school?

5 or less ☐
6 – 15 ☐
16 – 25 ☐
26 – 30 ☐
Over 30 ☐

36. Counting the present year, what is the number of years of full-time work experience you have had in the school district where you are now employed?

1 ☐
2 ☐
3 – 4 ☐
5 – 9 ☐
10 – 14 ☐
15 – 19 ☐
20 – 24 ☐
25 – 34 ☐
Over 34 ☐

37. Counting the present year, what is the number of years of full-time work experience you have had in the school where you now hold a position?

1 ☐
2 ☐
3 – 4 ☐
5 – 9 ☐
10 – 14 ☐
15 – 19 ☐
20 – 24 ☐

38. In what type of school do you work?

Not assigned to one school (i.e., work in central office or in several schools) ☐
Elementary (school has some or all of Grades I-VI, but no grade above VI) ☐
Junior High School (has some or all of Grades VII or IX but no grades below VII or above IX) ☐
Senior High School (school has some or all of Grades X to XI but no grades below X) ☐
Elementary and Junior High ☐
Elementary, Jr. and Sr. High ☐
Junior High and Senior High ☐
Other ☐

CONFIDENTIAL:

All information will be treated as confidential and used for statistical purposes only.

FAMILY FINANCES SECTION

This survey is the first ever carried out in Canada to determine the financial position of **married women teachers and ex-teachers**. In this section of the questionnaire we are interested in finding out the income, debt, and securities position of the families of those respondents who are married. Such information, we realize, is sufficiently personal that many persons have reservations about divulging such a confidence.

Recognizing this fact we have taken stringent precautions to protect the anonymity of all respondents. The research staff, who will be the only ones handling the questionnaires, have taken an oath of secrecy. The precautions have been approved by the sponsoring authorities – Memorial University, the Newfoundland Teachers' Association and the Department of Education. A further precaution requires that after the data have been coded the **anonymous questionnaires** will be destroyed. We remind you, finally, that if you do not wish to answer a question, you can omit it and go on to the next.

Thank you for your consideration. Our research would be impossible without the co-operation of the many anonymous respondents such as yourself.

39.

A. To assist you in providing the correct income information we have enclosed with the questionnaire a small booklet entitled Guide to Family Finances. On page 3 **you will find the instructions on how to calculate your total before-tax income from all sources, for the preceding 12 month period.**

Before-tax Income of Husband from all sources for the last 12 months (that is, in the 12 months preceding receipt of this questionnaire).

NOTE: Married teachers and married ex-teachers only will answer this question, and questions 39.B, 40, 41, 42, and 43. If you are single (never married) skip to question 44.

Less than $500 . . . . ☐
$500 – $999 . . . . ☐
$1,000 – $1,999 . . . . ☐
$2,000 – $2,999 . . . . ☐
$3,000 – $3,999 . . . . ☐
$4,000 – $4,999 . . . . ☐
$5,000 – $5,999 . . . . ☐
$6,000 – $6,999 . . . . ☐
$7,000 – $7,999 . . . . ☐
$8,000 – $9,999 . . . . ☐
$10,000 – $11,999 . . . . . . ☐
$12,000 – $13,999 . . . . . . ☐
$14,000 – $16,999 . . . . . . ☐
$17,000 – $19,999 . . . . . . ☐
$20,000 – $24,999 . . . . . . ☐
$25,000 and over . . . . ☐

B. If you are working, please add your before-tax income from all sources for the last 12 months to the income of your husband as indicated in question 39.A. above. The combined incomes will constitute your total family income for the twelve months preceding this survey.

To assist you in the calculation of total family income refer to page 3 of the Guide to Family Finances.

Less than $500 . . . . ☐
$500 – $1,999 . . . . ☐
$2,000 – $2,999 . . . . ☐
$3,000 – $3,999 . . . . ☐
$4,000 – $4,999 . . . . ☐
$5,000 – $5,999 . . . . ☐
$6,000 – $6,999 . . . . ☐
$7,000 – $7,999 . . . . ☐
$8,000 – $9,999 . . . . ☐
$10,000 – $11,999 . . . . . . ☐
$12,000 – $13,999 . . . . . . ☐
$14,000 – $16,999 . . . . . . ☐
$17,000 – $19,999 . . . . . . ☐
$20,000 – $24,999 . . . . . . ☐
$25,000 – $29,999 . . . . . . ☐
$30,000 and over . . . . ☐

40. **Short term family debts.** Please indicate the short term debt position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To assist in the calculation of the short term debt position of your family refer to page 5 of the Guide to Family Finances. To calculate the short term debt add the amounts owing at the present time on: (1) charge accounts (with retail stores, service stations, fuel companies, etc.); (2) continuous installment or revolving credit (e.g., on cars, furniture, appliances, etc.) (3) to stores, finance companies; (4) loans from credit unions and co-operatives; (5) loans from chartered banks secured by stocks and bonds as collateral; (6) loans from chartered banks secured by other collateral such as surrender value of life insurance and automobiles; (7) home improvement loans from chartered banks; (8) other loans from chartered banks; (9) other loans from insurance companies, stock brokers, dealers, etc.; (10) debts to doctors, dentists, and hospitals; (11) debts to other persons; and (12) any other debts.

(NOTE: Do not include mortgage debts or debts connected with business operations. Provide information on personal obligations only.)

Your short term family debt will be: (1) + (2) + (3) + (4) + (5) + (6) + (7) + (8) + (9) + (10) + (11) + (12).

No short-term debts . . . . . . ☐
Less than $100 . . . . ☐
$100 – $299 . . . . ☐
$300 – $499 . . . . ☐
$500 – $699 . . . . ☐
$700 – $999 . . . . ☐
$1,000 – $1,249 . . . . ☐
$1,250 – $1,499 . . . . ☐
$1,500 – $1,749 . . . . ☐
$1,750 – $1,999 . . . . ☐
$2,000 – $2,499 . . . . ☐
$2,500 – $2,999 . . . . ☐
$3,000 – $3,499 . . . . ☐
$3,500 – $3,999 . . . . ☐
$4,000 – $4,499 . . . . ☐
$4,500 – $4,999 . . . . ☐
$5,000 – $5,999 . . . . ☐
$6,000 – $6,999 . . . . ☐
$7,000 – $7,999 . . . . ☐
$8,000 – $8,999 . . . . ☐
$9,000 – $9,999 . . . . ☐
$10,000 – $11,999 . . . . . . ☐
$12,000 – $13,999 . . . . . . ☐
$14,000 and over . . . . ☐

41. **Long term family debts.** Please indicate the long term debt position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate your long term family debt position refer to page 6 of the Guide to Family Finances. The calculation consists of adding (1) the amount of the mortgage principal still owing at the present time on your present dwelling (if owned by your family); (2) the amount of the mortgage principal still owing on other property in your possession or in the possession of your husband (e.g., country cottage, farm or estate, lots of land, etc.); (3) principal owing on other debts of a long term nature not included as short term debts in the previous question (e.g., outstanding student loans).

(NOTE: Do not include debts connected with business operations. Provide information on family obligations only.)

No long term debts ☐
Less than $500 ☐
$500 – $999 ☐
$1,000 – $1,999 ☐
$2,000 – $2,999 ☐
$3,000 – $4,999 ☐
$5,000 – $6,999 ☐
$7,000 – $9,999 ☐
$10,000 – $12,999 ☐
$13,000 – $15,999 ☐
$16,000 – $19,999 ☐
$20,000 – $24,999 ☐
$25,000 – $29,999 ☐
$30,000 – $34,999 ☐
$35,000 – $39,999 ☐
$40,000 – $49,999 ☐
$50,000 and over ☐

42. Liquid assets position of family. Please indicate the liquid asset position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate the liquid asset position of your family refer to page 7 of the Guide to Family Finances. The calculcation consists of adding: (1) the money in your current account and/or personal chequing account; (2) the money in your savings account; (3) deposits with credit unions and co-operatives; (4) other deposits in the post office, trust or loan companies, cash balances with stock brokers, investment dealers, etc.; (5) amount in Canada savings bonds; (6) all other bonds – municipal, provincial, industrial, foreign, etc.; (7) the principal owing to you on mortgages or agreements of sale on other property; (8) loans to other persons (excluding members of your family); and (9) current trade-in value of publicly traded stocks, shares, stock rights, and warrants.

Your family's liquid asset position will be: (1) + (2) + (3) + (4) + (5) + (6) + (7) + (8) + (9).

No liquid assets ☐
Less than $100 ☐
$100 – $299 ☐
$300 – $499 ☐
$500 – $699 ☐
$700 – $999 ☐
$1,000 – $1,249 ☐
$1,250 – $1,499 ☐
$1,500 – $1,749 ☐
$1,750 – $1,999 ☐
$2,000 – $2,499 ☐
$2,500 – $2,999 ☐
$3,000 – $3,499 ☐
$3,500 – $3,999 ☐
$4,000 – $4,499 ☐
$4,500 – $4,999 ☐
$5,000 – $5,999 ☐
$6,000 – $9,999 ☐
$10,000 – $14,999 ☐
$15,000 – $19,999 ☐
$20,000 – $24,999 ☐
$25,000 – $29,999 ☐
$30,000 – $39,999 ☐
$40,000 – $49,999 ☐
Over $50,000 ☐

43. Non-liquid assets of family. Please indicate the non-liquid assets of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate your family non-liquid assets position add: (1) the estimated value of your dwelling, if owned, less mortgage debt on this dwelling; (2) the estimated value of any other privately owned property held for investment purposes or for rent to other people or businesses, less mortgage debt on this property. For assistance in calculating the non-liquid assets of family refer to page 9 of the Guide to Family Finances.

Your family's non-liquid assets position will be: (1) + (2).

No non-liquid assets ...... ☐
Less than $500 .... ☐
$500 – $999 .... ☐
$1,000 – $1,999 .... ☐
$2,000 – $2,999 .... ☐
$3,000 – $4,999 .... ☐
$5,000 – $6,999 .... ☐
$7,000 – $9,999 .... ☐
$10,000 – $12,999 ...... ☐
$13,000 – $15,999 ...... ☐
$16,000 – $19,999 ...... ☐
$20,000 – $24,999 ...... ☐
$25,000 – $29,999 ...... ☐
$30,000 – $34,999 ...... ☐
$35,000 – $39,999 ...... ☐
$40,000 – $49,999 ...... ☐
$50,000 and over .... ☐

EMPLOYMENT STATUS SECTION

44. **We are interested in your employment status; and if you are married, in the employment status of your husband.**

a. **Did you or your husband in 1971 look for work. For example, at any time in 1971 did you contact a Canada Manpower Centre, check with employers, place or answer newspaper advertisements, etc.?**

	Respondent	Respondent's husband
Yes	☐	☐
No	☐	☐

b. **In the last six months have you or your husband had a job on which you were on temporary lay-off?**

	Respondent	Respondent's husband
Yes	☐	☐
No	☐	☐

c. **In the last month did you at any time have a job or business from which you were absent because of illness, vacation, strike, training courses and such like?**

	Respondent	Respondent's husband
Yes	☐	☐
No	☐	☐

d. **How many hours do you and/or your husband usually work for gain each week?**

	Respondent	Respondent's husband
None	☐	☐
1 – 19	☐	☐
20 – 29	☐	☐
30 – 34	☐	☐
35 – 39	☐	☐
40 – 44	☐	☐
45 – 49	☐	☐
50 or more	☐	☐

e. **How many hours of help without pay (in the operation of a family business, farm, or fishing enterprise, etc.) do you and/or your husband work each week?**

	Respondent	Respondent's husband
None	☐	☐
1 - 19	☐	☐
20 – 29	☐	☐
30 – 34	☐	☐
35 – 39	☐	☐
40 – 44	☐	☐
45 – 49	☐	☐
50 or more	☐	☐

f. (i) How many weeks did you and/or your husband work in 1971? Include weeks worked part-time, leave with pay, and weeks of self-employment.

	Respondent	Respondent's husband
Did not work during 1971	☐	☐
1 – 13	☐	☐
14 – 26	☐	☐
27 – 39	☐	☐
40 – 48	☐	☐
49 – 52	☐	☐

(ii) Was this work mainly full-time or part-time?

	Respondent	Respondent's husband
Full-time	☐	☐
Part-time	☐	☐

g. (i) At the present time what is your employment status?

Housewife ☐
Unemployed (looking for work) ☐
Unemployed (but not looking for work at the moment) ☐
Self-employed ☐
Employed (part-time) ☐
Employed (full-time) ☐

(ii) At the present time what is the employment status of your husband?

Unemployed (looking for work) ☐
Unemployed (but not looking for work at the moment) ☐
Self-employed ☐
Employed (part-time) ☐
Employed (full-time) ☐

45. From the following list of occupations please mark

A. Your husband's primary occupation.

B. Your father's primary occupation during most of his working years.

C. Your mother's primary occupation or career occupation.

(If the precise occupation does not appear, mark the most similar category.)

	(Mark one in each column) Husband	Father	Mother
Physician or Surgeon	A	B	C
Dentist	A	B	C
Nurse	A	B	C
Therapist, Lab Technician, Hygienist	A	B	C
Dietician or Home Economist	A	B	C
Pharmacist, Optometrist	A	B	C
Other/Medical and Health Professions	A	B	C
Lawyer	A	B	C
Public Administrator, Official, Politician	A	B	C
Military service – officer ranks	A	B	C
Military service – N.C.O. and other ranks	A	B	C
Law Enforcement Officer	A	B	C
Librarian	A	B	C
Social Worker	A	B	C
Clergy	A	B	C
Other/Public and Social Services	A	B	C
Architect, Designer, Planner	A	B	C
Artist, Actor, Musician	A	B	C
Writer, Journalist	A	B	C
Teacher, primary & elementary	A	B	C
Teacher, secondary	A	B	C
School administration	A	B	C
College Teacher, Professor	A	B	C
Engineer	A	B	C
Scientist, Researcher	A	B	C
Scientific Technician	A	B	C
Business Executive, Official, owner – large company with 50 or more workers	A	B	C
Business Executive, Official, small company	A	B	C
Accountant	A	B	C
Secretary, Clerk	A	B	C
Salesman, Buyer	A	B	C
Other Business, Industry-non-manual	A	B	C
Farmer, farm owner	A	B	C
Farm worker	A	B	C
Fisherman, Inshore:			
Boat owner	A	B	C
Crew member	A	B	C
Fisherman, Offshore:			
Boat owner	A	B	C
Crew member	A	B	C
Ship's Captain or Officer:			
Vessel 100 tons or over	A	B	C
Vessel less than 100 tons	A	B	C
Ship crew member	A	B	C
Skilled craftsman or skilled worker-miner	A	B	C
Foreman, Inspector	A	B	C
Fish plant worker	A	B	C
Semi-skilled worker, Operator, Driver, Logger	A	B	C
Laborer (unskilled)	A	B	C
Housewife			C
None	A	B	C

TEACHER EDUCATION SECTION

In this section of the questionnaire we are interested in your attitudes and opinions regarding teacher training.

46. Please indicate the type of post-secondary education institution where you obtained most of your teacher training.

Memorial University of Newfoundland . . . . ☐
Other Canadian university . . . . ☐
Other university (outside Canada). ☐
Teacher Training College . . . . ☐
Normal School . . . . ☐
Other post-secondary institution . . . . ☐
None . . . . ☐

47. Please indicate your agreement or disagreement with each of the following statements as they applied to your undergraduate training.

1. **Strongly agree.**
2. **Agree with reservation.**
3. **Disagree with reservation.**
4. **Strongly disagree.**

Most students in teacher training programs were mature enough to be given responsibilities for their own education	1	2	3	4
The teacher training curriculum suffered from the specialization of faculty members	1	2	3	4
As a student in teacher training you were basically satisfied with the education you received	1	2	3	4
Most teacher training faculty were genuinely interested in the academic problems of undergraduates	1	2	3	4
The teacher training faculty rewarded conformity	1	2	3	4
The teacher training program stifled student creativity	1	2	3	4
Most rules governing student behavior were sensible	1	2	3	4
The campus rules were administered in a reasonable way	1	2	3	4
The teacher training faculty was as concerned about students' personal values as it was with their intellectual development	1	2	3	4
Undergraduate education would have been improved in my college or university if:				
All courses had been electives	1	2	3	4
Grades had been abolished	1	2	3	4
Course work had been more relevant to contemporary education and educational problems	1	2	3	4
More attention had been paid to the emotional problems of students	1	2	3	4

Students had been required to spend a year in an occupation other than teaching	1	2	3	4
Students had the experience of a year's work in the community or abroad	1	2	3	4
The college or university had been governed by the faculty and students	1	2	3	4
There had been less emphasis on teacher training courses and more on broad liberal education	1	2	3	4

I took teacher training in order to:

Satisfy job requirements	1	2	3	4
Continue my intellectual growth	1	2	3	4
Obtain an occupation with high prestige	1	2	3	4
Increase my earning power	1	2	3	4
Prepare for an academic career	1	2	3	4
Find myself	1	2	3	4
Learn to get along with people	1	2	3	4
See whether I really liked a particular field of study	1	2	3	4
Obtain a well-grounded general education	1	2	3	4
Contribute to my ability to change society	1	2	3	4
Obtain an occupational training	1	2	3	4
Get away from home	1	2	3	4
Better serve mankind	1	2	3	4
Engage in political activities	1	2	3	4
Prepare for marriage	1	2	3	4
Be with my school friends	1	2	3	4
Get a fresh start in life	1	2	3	4

48. How would you rate each of the following at your teacher training institution?

1. **Excellent.**
2. **Good.**
3. **Fair.**
4. **Poor.**

The research resources (e.g. labs, computers, space, etc.)	1	2	3	4
Teaching aids (films, filmstrips, videotape, demonstration models, etc.)	1	2	3	4
The intellectual environment	1	2	3	4
Your own education	1	2	3	4
Personal relations among faculty	1	2	3	4
Faculty/student relations	1	2	3	4
Student study facilities on campus	1	2	3	4
The library resources	1	2	3	4
The academic reputation of your education faculty	1	2	3	4
Teaching load of professors	1	2	3	4
Ratio of teaching faculty to students	1	2	3	4
The administration	1	2	3	4

49. How did you rate yourself academically among (a) the other teacher training students, (b) the other students in your university? (Mark one box only)

	Teacher training	University
Among the best	☐	☐

Above average	☐	☐
About average	☐	☐
Below average	☐	☐

50. **What was your registration status as an undergraduate student? (Mark one box only)**

I took all my undergraduate work as a full-time student	☐
I took half or more of my courses as a full-time student	☐
I took half or more of my courses as a part-time student (for example, through summer schools or off-campus credit courses)	☐

51. **Estimate as accurately as you can your average percentage grade in your last year as an undergraduate student.**

80 – 100 per cent	☐	55 – 64 per cent	☐
70 – 79 per cent	☐	50 – 54 per cent	☐
65 – 69 per cent	☐	Other	☐

52. **How satisfied are you with the following aspects of your college or university education?**

1. Very satisfied.
2. Satisfied.
3. Dissatisfied.
4. Very dissatisfied.

Ability to write and organize ideas	1	2	3	4
Ability to express ideas, or present a case verbally	1	2	3	4
Preparation for an occupation	1	2	3	4
General background of liberal education	1	2	3	4
Ability to work on one's own	1	2	3	4
Ability to do original work	1	2	3	4
Preparation in subject specialty	1	2	3	4
Preparation for more advanced academic work	1	2	3	4
Ability to make independent judgement	1	2	3	4

53. **How important do you think it is that (i) high school teachers, (ii) primary and elementary school teachers have a firm grounding in the following? (Mark one in each row)**

1. Extremely important.
2. Fairly important.
3. Fairly unimportant.
4. Extremely unimportant.

	High school				Elementary			
English	1	2	3	4	1	2	3	4
Mathematics	1	2	3	4	1	2	3	4
Physical Science (e.g. Physics, Chemistry)	1	2	3	4	1	2	3	4
Life Science (e.g. Biology)	1	2	3	4	1	2	3	4
Social Science (e.g. Psychology, Sociology)	1	2	3	4	1	2	3	4
The Humanities (e.g. History, Philosophy)	1	2	3	4	1	2	3	4
Art and Music	1	2	3	4	1	2	3	4
A foreign language	1	2	3	4	1	2	3	4

54. For each of these statements, indicate whether it was true or false for your teacher training program:

1. Almost always true.
2. Usually true.
3. Usually false.
4. Almost always false.

My grades understated the true quality of my work	1	2	3	4
Professors gave my work the attention it deserved	1	2	3	4
Professors gave my work too much attention	1	2	3	4
I worked hard at my studies	1	2	3	4
I found myself bored in class	1	2	3	4
I really did not care what grades I obtained	1	2	3	4
It was possible to get good grades without really understanding the material	1	2	3	4
Some forms of cheating were necessary to obtain the grades I wanted	1	2	3	4
I would have been happier if I had never gone to university	1	2	3	4
Obtaining the qualifications for getting a job was more important to me than the content of my courses	1	2	3	4
Professors tended to reward conformity	1	2	3	4
The best way to make it in teacher training was to tell the professors what they wanted to hear	1	2	3	4

55. Do you think you would have been more satisfied with the teacher training program at another university?

Definitely yes .... ☐
Probably yes .... ☐
Probably no .... ☐
Definitely no .... ☐

56. In general how did you feel about your undergraduate education at your university?

It was a good place for me .... ☐
It was fairly good for me .... ☐
It was not the place for me .... ☐

57. Should academic standards in these areas at your university be:

1. Much higher.
2. Somewhat higher.
3. Left as they are.
4. Somewhat lower.
5. Much lower.

Undergraduate admissions	1	2	3	4	5
Bachelor's degrees	1	2	3	4	5
Graduate school admissions	1	2	3	4	5
Grading system	1	2	3	4	5
Allocation of marks on term paper assignments	1	2	3	4	5
Admission to Honours degree programmes	1	2	3	4	5
Scholarship and awards	1	2	3	4	5

58. **Did your teacher training department change in size while you were an undergraduate? If so, did it become:**

- Much larger . . . . ☐
- Somewhat larger . . . . ☐
- About the same . . . . ☐
- Smaller . . . . ☐

59. **Did you regard your teacher training department as:**

- Too big . . . . ☐
- About right . . . . ☐
- Too small . . . . ☐

60. **Did you feel that the administration of your teacher training department was:**

- Very autocratic . . . . ☐
- Somewhat autocratic . . . . ☐
- Somewhat democratic . . . . ☐
- Very democratic . . . . ☐

61. **How much opportunity did you feel you had as an *undergraduate* to influence the policies of (a) your teacher training department; (b) your college or university? (Mark one in each column)**

	Dept.	University
A great deal	☐	☐
Quite a bit	☐	☐
Some	☐	☐
None	☐	☐

62. **What role should teacher training students play in decision making in the following areas:**

☐1 ☐2 ☐3 ☐4 ☐5

1. **Control.**
2. **Voting power on committees.**
3. **Formal consultation.**
4. **Informal consultation.**
5. **Little or no role.**

Appointment of faculty in Faculty of Education	☐1	☐2	☐3	☐4	☐5
Promotion of faculty in Faculty of Education	☐1	☐2	☐3	☐4	☐5
Provision and content of teacher training courses	☐1	☐2	☐3	☐4	☐5
Student discipline	☐1	☐2	☐3	☐4	☐5
Evaluation of student teaching during practice teaching sessions	☐1	☐2	☐3	☐4	☐5
Course work grading in teacher training courses	☐1	☐2	☐3	☐4	☐5
Teacher training requirements	☐1	☐2	☐3	☐4	☐5
Granting honours and awards	☐1	☐2	☐3	☐4	☐5
Allocation of funds for research in education	☐1	☐2	☐3	☐4	☐5
Awarding teacher certification	☐1	☐2	☐3	☐4	☐5
Examination policies	☐1	☐2	☐3	☐4	☐5

63. Given the following four possible activities of professors in teacher training programs please mark them in order of importance to you personally. (Mark one in each column)

	First	**Second**	**Third**	**Fourth**
Provide students in teacher training with a broad liberal education	☐	☐	☐	☐
To prepare students in teacher training for their chosen profession	☐	☐	☐	☐
Train graduate students	☐	☐	☐	☐
Engage in educational research	☐	☐	☐	☐

64. Please indicate your agreement or disagreement with each of the following statements.

[1] [2] [3] [4]

1. **Strongly agree.**
2. **Agree with reservation.**
3. **Disagree with reservation.**
4. **Strongly disagree.**

I am in frequent contact with people in my own profession	[1]	[2]	[3]	[4]
Many of the highest-paid persons in my profession get where they are by being "operators" *rather* than by their competence	[1]	[2]	[3]	[4]
Teaching effectiveness should be the primary criterion for the promotion of teachers	[1]	[2]	[3]	[4]
Teacher promotions should be based in part on the parental evaluation of teachers	[1]	[2]	[3]	[4]
A teacher in a school system should get the same pay as a university professor of equal qualifications and seniority	[1]	[2]	[3]	[4]
Teacher training departments should be actively engaged in solving the problems of the classroom teacher	[1]	[2]	[3]	[4]
Collective bargaining by teachers has no place in the school system	[1]	[2]	[3]	[4]
School pupils who use marijuana should be suspended or dismissed from school	[1]	[2]	[3]	[4]
Respect for the teaching profession has declined over the past ten years	[1]	[2]	[3]	[4]
Teacher training is an essential prerequisite for any teaching position in the school system	[1]	[2]	[3]	[4]
Teacher training turned out to be very useful to me in my work as a teacher	[1]	[2]	[3]	[4]
Teaching could be performed just as well, if not better, by someone without teacher training	[1]	[2]	[3]	[4]
It is doubtful whether I could have handled the responsibility of my first teaching position without teacher training	[1]	[2]	[3]	[4]

65. If you were to start college all over again would you still choose the route that led to a career in teaching?

Definitely yes ☐
Probably yes ☐
Probably no ☐
Definitely no ☐

66. If no, would you choose another field

Very close to your own ☐
Not close, but related ☐
Quite different ☐

67. Which of the following experiences applied to you during your undergraduate or teacher-training years? (Mark all that apply)

Yes
Elected to student office ☐
Played on a varsity or college athletic team ☐
Played intramural sports ☐
Changed your long term career plans ☐
Flunked a course ☐
Changed major field ☐
Fell in love ☐
Had major part or lead role in a play or concert ☐
Had a part in a play or concert ☐
Sang in a choir ☐
Wrote article for university paper or magazine ☐
Received treatment in Student Health Centre ☐
Participated in an honours programme ☐
Placed on academic probation (or equivalent) ☐
Talked with an instructor about personal matters ☐
Voted in student election ☐
Discussed with an instructor a topic of intellectual interest ☐
Joined student political club or group ☐
Took part in a debate ☐
Worked in student election campaign ☐
Discussed intellectual questions with friends ☐
Attended lecture by visiting speaker ☐
Visited the home of a professor ☐
Chatted with Dean of Education ☐
Served on a joint student-faculty committee ☐
Played a musical instrument ☐
Enjoyed the friendship of a professor ☐
Loaned money to friends ☐
Awarded a scholarship for academic merit ☐
Took active part in a student club ☐
Joined a student teachers club (or equivalent) ☐
Had faculty member act as sponsor when looking for a job ☐

68. Which of the following experiences apply to you since you completed teacher training? (Mark all that apply)

Yes
Elected to public office ☐
Moved to another school system ☐
Changed grade level taught ☐
Transferred jobs (from one occupation to another) ☐
Transferred jobs (one job to another; in teaching) ☐

Quit teaching (temporarily) ☐
Obtained a degree ☐
Travelled extensively outside the Province ☐
Left the Province (temporarily) ☐
Taught in another Province ☐
Taught in another country ☐
Served on NTA committee ☐
Worked with youth groups or organizations ☐
Served on church committee ☐
Joined a women's organization (e.g., I.O.D.E., Women's Institute, Professional women's club, a sorority, etc.) ☐
Worked on behalf of a charitable organization ☐
Worked in a provincial or federal political campaign ☐
Joined a political party ☐
Never worked ☐
Experienced unemployment ☐
Joined a golf and/or country club ☐
Taught Sunday School (or equivalent) ☐
Attended in-service teacher workshop ☐
Registered for a MUN Summer School ☐
Registered for a MUN evening credit course ☐
Voted in a Federal election ☐
Voted in a Provincial election ☐
Returned to community of origin to teach (i.e. to home town) ☐

69. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for the members of the Newfoundland Teachers' Association?

Definitely yes ☐
Probably yes ☐
Probably no ☐
Definitely no ☐

70. In the 1970-71 teachers' strike organized by the N.T.A. did you:

Generally favour the strike action ☐
Not favour the strike action ☐
No answer ☐

71. If you were born in Canada, mark the province.

Newfoundland ☐
Prince Edward Island ☐
Nova Scotia ☐
New Brunswick ☐
Quebec ☐
Ontario ☐
Manitoba ☐
Saskatchewan ☐
Alberta ☐
British Columbia ☐
Yukon ☐
Northwest Territories ☐

72. If you were born outside Canada mark the country according to present boundaries.

United Kingdom ☐
Republic of Ireland ☐
United States of America ☐
Other ☐

73. Of what country are you a citizen?

Canada ☐
United Kingdom ☐
U.S.A. ☐
Other ☐

74. Year of Birth.

Decade (Fill one box only)		**Actual year (Fill one box only)**	
189__ ☐	193__ ☐	0 ☐	5 ☐
190__ ☐	194__ ☐	1 ☐	6 ☐
191__ ☐	195__ ☐	2 ☐	7 ☐
192__ ☐		3 ☐	8 ☐
		4 ☐	9 ☐

75. (a) Is there a third adult (in addition to any of your children) in your household who is regarded as a member of the family?

Yes ☐ No. ☐

(b) If yes, please indicate his/her relationship to you. (Mark as many as are applicable).

Father ☐
Mother ☐
Father-in-law ☐
Mother-in-law ☐
Grandfather ☐
Grandmother ☐
Brother ☐
Sister ☐
Brother-in-law ☐
Sister-in-law ☐
Other (e.g., Uncle, Aunt, Cousin, etc.) ☐
Not applicable ☐

76. Please indicate the community size of (a) the place where you lived the greatest length of time while you were growing up, and (b) the place where you live now.

	Community of origin	**Present Community**
Under 500 people	☐	☐
500 - 2,999	☐	☐
3,000 -- 9,999	☐	☐
10,000 – 150,000	☐	☐
Over 150,000	☐	☐

77.a From what kind of high school did you graduate?

Roman Catholic ☐
Salvation Army ☐
United Church ☐
Pentecostal ☐
Anglican ☐
Amalgamated ☐
Private school, religiously affiliated ☐
Private school, non-religiously affiliated ☐
A public high school outside province ☐

77.b Of the students in your high school graduating class, about what percentage went to university?

- Less than 10% ☐
- 10 – 25% ☐
- 26 – 50% ☐
- 51 – 75% ☐
- 76 – 90% ☐
- More than 90% ☐

78. How many high school class mates – those in the same high school class or home room – took their teacher training at the same time as you did?

- None ☐
- One other ☐
- Two ☐
- Three ☐
- Four – five ☐
- Six – ten ☐
- Eleven or more ☐

79. At the time you decided to enter the teaching profession how many relatives or close friends did you have in teaching?

	None	One	Two	Three or more
Members of your immediate family (e.g., mother, father, brother, sister or grandparents)	☐	☐	☐	☐
Other family members (e.g., uncles, aunts, cousins, etc.)	☐	☐	☐	☐
Friends of the family (excluding personal friends)	☐	☐	☐	☐
Close personal friends	☐	☐	☐	☐

80. How far from St. John's were the schools where you did most of your teaching?

- In St. John's ☐
- Less than 50 miles ☐
- 50 – 99 miles ☐
- 100 – 149 ☐
- 150 – 199 ☐
- 100 – 299 ☐
- 300 – 499 ☐
- 500 – 749 ☐
- 750 – 999 ☐
- Over 1,000 miles ☐

81. How old were you when you started teaching for the first time?

- Under 20 ☐
- 20 ☐
- 21 ☐
- 22 ☐
- 23 – 25 ☐
- 26 – 29 ☐
- 30 – 34 ☐
- 35 – 39 ☐
- 40 or older ☐

82. The following are descriptions of how some parents raise their children. Mark the response which best describes your mother and father as they were most of your life up to the time you left high school.

V — **Very true.**
S — **Somewhat true.**
N — **Not true at all.**

	Father			Mother		
If I had some kind of problem I could count on them to help me out	V	S	N	V	S	N
They kept after me to do well in school	V	S	N	V	S	N

If I did not do what was expected of me, they were very strict about it. .	V	S	N	V	S	N
They comforted and helped me when I had troubles	V	S	N	V	S	N
They kept after me to do better than other children	V	S	N	V	S	N
They expected me to keep my things in good order.	V	S	N	V	S	N
They taught me things I wanted to learn	V	S	N	V	S	N
They kept pushing me to do my best in everything.	V	S	N	V	S	N
They made me feel I could talk with them about everything.	V	S	N	V	S	N
When they wanted me to do something, they explained why.	V	S	N	V	S	N

83. In general I would characterize my parents as: (Mark one response for each item)

Interested in intellectual pursuits	V	S	N
Interested in cultural pursuits	V	S	N
Religious	V	S	N
Interested in politics	V	S	N
Financially comfortable	V	S	N
Strict	V	S	N

84. How often do you attend the following:

1. Once a week or more.
2. Two or three times a month.
3. About once a month.
4. A few times a year.
5. Once a year or less.

	1	2	3	4	5
A religious service	1	2	3	4	5
A concert	1	2	3	4	5
A movie	1	2	3	4	5
A play	1	2	3	4	5
An art exhibition	1	2	3	4	5
An athletic event	1	2	3	4	5
A night club	1	2	3	4	5

85. Would you describe yourself as conservative in your religious beliefs?

Yes. . . . . ☐ No . . . . ☐

86. Do you consider yourself:

Deeply religious . . . . ☐
Moderately religious . . . . ☐
Largely indifferent to religion . . . . ☐
Basically opposed to religion . . . . ☐

87. In what religion were you raised?

Anglican . . . . ☐
Roman Catholic . . . . ☐
Pentecostal . . . . ☐
Salvation Army. . . . . ☐
United Church . . . . ☐

Seventh Day Adventist . . . . ☐
Other. . . . . ☐
None . . . . ☐
No answer . . . . ☐

88. What is the highest level of formal education reached by your husband? Your father? Your mother?

	Husband	Father	Mother
No spouse	☐	☐	☐
No formal schooling	☐	☐	☐
4th grade or less	☐	☐	☐
8th grade or less	☐	☐	☐
Some high school	☐	☐	☐
Completed high school	☐	☐	☐
Some college	☐	☐	☐
Graduated from college	☐	☐	☐
Attended graduate or professional school	☐	☐	☐
Attained advanced degree	☐	☐	☐

If you have any comments on any of the issues or questions covered in this questionnaire please send them under separate cover to:

The "Women Teachers" Study,
Box 19, Arts and Education Building,
Memorial University of Newfoundland,
St. John's, Newfoundland, Canada.

APPENDIX B

Guide to Family Finances

(Supplement to the Women Teachers' Questionnaire)

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

GUIDE TO FAMILY FINANCES

(Accompanying "Women Teachers Study" Questionnaire)

THIS GUIDE IS FOR THE RESPONDENT'S USE ONLY. IT IS NOT TO BE RETURNED WITH THE COMPLETED QUESTIONNAIRE.

CONFIDENTIAL: FOR RESPONDENT'S USE ONLY. DO NOT RETURN WITH THE COMPLETED QUESTIONNAIRE.

FAMILY INCOME GUIDE

This guide has been provided to assist married respondents in the calculation of their family's financial position. There are five major components to this. The first consists of **the total family income** measured annually from all sources, and especially from the combined earnings of the family head and his spouse. The second and third components of the family's income position consists of **the short term family debts** and **the long term family debts** respectively. The remaining components are **the liquid assets position** of the family and **the non-liquid family assets.**

Respondents completing the required information in this guide will have in their possession a detailed and accurate breakdown of their family income situation. Only a summary of this position is required for research purposes.

I. TOTAL FAMILY INCOME

Complete the information in the following table in order to calculate your total family income from all sources for the twelve month period preceding receipt of this questionnaire.

PLEASE NOTE: THIS GUIDE TO FAMILY FINANCES IS TO ASSIST THE RESPONDENT IN CALCULATING FAMILY FINANCES ACCURATELY. IT IS NOT TO BE RETURNED WITH THE COMPLETED QUESTIONNAIRE.

TABLE I

Item	AMOUNTS IN DOLLARS ONLY	
	COLUMN A* Head of Household	COLUMN B Spouse
(i) Total wages and salaries, commissions, bonuses, tips etc. before any deductions for the preceding twelve month period .	$ ________ /00 None 0	$ ________ /00 None 0
(ii) Total net income from self-employment or from operating own non-farm or non-fishing business or professional practice; that is total business income less expenses of operation for preceding twelve month period. If lost money, give amount and write "Loss"	$ ________ /00 None 0	$ ________ /00 None 0
(iii) Total net income from operating a farm or a fishing enterprise on your own account or in partnership for the preceding twelve month period. State total income from farming or fishing less expenses of operation. If lost money, give amount and write "Loss"	$ ________ /00 None 0	$ ________ /00 None 0
(iv) Total income from family and youth allowances for preceding twelve month period	$ ________ /00 None 0	$ ________ /00 None 0
(v) Total income from Government old age pensions and Canada pensions for preceding twelve month period	$ ________ /00 None 0	$ ________ /00 None 0
(vi) Total income from other government sources – e.g., unemployment insurance, veteran's pensions and allowances, welfare – for preceding twelve month period	$ ________ /00 None 0	$ ________ /00 None 0
(vii) Total income from retirement pensions from previous employment	$ ________ /00 None 0	$ ________ /00 None 0
(viii) Gross income from roomers and boarders for preceding twelve month period. Do not include payments received from members of your family	$ ________ /00 None 0	$ ________ /00 None 0
(ix) Total income from bond and deposit interest and dividends for preceding twelve month period	$ ________ /00 None 0	$ ________ /00 None 0
(x) Other investment income for preceding twelve month period – e.g., net rents	$ ________ /00 None 0	$ ________ /00 None 0
(xi) Other income for preceding twelve month period – e.g., income from abroad	$ ________ /00 None 0	$ ________ /00 None 0

**NOTE: Married respondents who are widowed, separated or divorced will fill in column A as head of household.*

1. **Total,** Column A, equals before-tax income of husband from all sources for preceding 12 months . . . . $ __________ /00

2. **Total,** Column B, equals before-tax income of spouse from all sources for preceding 12 months . . . . $ __________ /00
None 0

3. Joint total, Column A **plus** Column B equals total family income from all sources for the preceding 12 months . . $ __________ /00

INSTRUCTIONS:

Use the Column A total in "1" above for answering question 39A on page 16 of the questionnaire; that is, the **Before-tax Income of Husband.**

Use the Joint total (Column A plus Column B) in "3" above for answering question 39B on page 16 of the questionnaire; that is, the **Total Family Income.**

II. SHORT TERM FAMILY DEBTS

Complete the information required below in order to calculate your family's short term debt position as of the current week (that is, the week in which you answered this questionnaire).

TABLE II

Item	AMOUNTS IN DOLLARS ONLY COLUMN A Head of Household	COLUMN B Spouse
(i) Amounts owing on charge accounts – for example, with retail stores, service stations, fuel companies	$ ________ /00 None 0	$ ________ /00 None 0
(ii) Amounts owing on continuous instalment, revolving credit etc. and other instalment debts – for example, on cars, furniture, appliances etc., and to stores, sales finance companies and others	$ ________ /00 None 0	$ ________ /00 None 0
(iii) Amounts owing to small loan companies	$ ________ /00 None 0	$ ________ /00 None 0
(iv) Amounts owing to credit unions and cooperatives	$ ________ /00 None 0	$ ________ /00 None 0
(v) Loans from chartered banks secured by stocks and bonds as collateral	$ ________ /00 None 0	$ ________ /00 None 0
(vi) Loans from chartered banks secured by other collateral such as surrender value of life insurance and automobiles	$ ________ /00 None 0	$ ________ /00 None 0
(vii) Home improvement loans from chartered banks	$ ________ /00 None 0	$ ________ /00 None 0
(viii) Other loans from chartered banks	$ ________ /00 None 0	$ ________ /00 None 0
(ix) All other loans – e.g., loans from insurance companies, stock brokers, dealers etc.	$ ________ /00 None 0	$ ________ /00 None 0
(x) Debts to doctors, dentists, hospitals	$ ________ /00 None 0	$ ________ /00 None 0
(xi) Debts to other persons	$ ________ /00 None 0	$ ________ /00 None 0
(xii) Any other short term debts or outstanding accounts	$ ________ /00 None 0	$ ________ /00 None 0

Total Column A ..... $ ________ /00

Total Column B .... $ ________ /00

Joint short term family debt position equals column A total plus column B total .... $ ________ /00

INSTRUCTIONS:

Use the joint total of Column A plus Column B above for answering question 40 on page 17 of the questionnaire; that is, the **short term family debts.**

III. LONG TERM FAMILY DEBTS

The long term family debt position, may be ascertained by completing the following information:

(i) If you own your present dwelling, what is the principal still owing on the second mortgage? (see note below) . . . . $ ________ /00
None 0

(ii) If you own your present dwelling, what is the principal still owing on the first mortgage? (see note below) . . . . $ ________ /00
None 0

NOTE: If the principal still owing is not known obtain the following information and consult an interest table:

(a) Date of issue of mortgage ____________________ 19___;
(b) Length of term ____________________ years;
(c) Original value when issued $____________________/00;
(d) Interest rate __________%;
(e) Frequency of payment ____________________;
(f) Amount of repayment excluding taxes $______________/00

(iii) If you own other property (excluding business property) such as a country cottage, lots of land, farm or estate, what is the total amount of mortgage money still owing? . . . . $ ________ /00
None 0

(iv) Principal owing on other long term debts such as outstanding student loans, or government loans. Do not include outstanding loans included in table II; that is, short-term debts. . . . . $ ________ /00
None 0

Total Long Term Family Debts
equal (i) + (ii) + (iii) + (iv) = $ ________ /00
None 0

INSTRUCTIONS:

Use the total long term family **debts** calculated in the above table for answering question 41 on page 17 of the questionnaire.

IV. LIQUID ASSETS POSITION OF FAMILY

Your family's liquid asset position may be calculated by providing the information in the following table. These items refer to your personal assets only, not to assets which belong to any business you may own or operate.

TABLE IV

Item	AMOUNTS IN DOLLARS ONLY	
	COLUMN A* Head of Household	COLUMN B Spouse
(i) Money in current account and/ or personal chequing account . .	$ ____________ /00 None 0	$ ____________ /00 None 0
(ii) Money in savings account	$ ____________ /00 None 0	$ ____________ /00 None 0
(iii) Deposits with credit unions and/or cooperatives	$ ____________ /00 None 0	$ ____________ /00 None 0
(iv) Other deposits – e.g., post office, trust and loan companies, cash balances with stock brokers, investment dealers etc.	$ ____________ /00 None 0	$ ____________ /00 None 0
(v) Canada savings bonds	$ ____________ /00 None 0	$ ____________ /00 None 0
(vi) All other bonds, including municipal, provincial, industrial, foreign, etc.	$ ____________ /00 None 0	$ ____________ /00 None 0
(viii) Outstanding loans to other persons (Do not include loans to other members of your family) .	$ ____________ /00 None 0	$ ____________ /00 None 0
(ix) Current trade-in value of publicly traded stocks, shares, stock rights, and warrents (see note below)	$ ____________ /00 None 0	$ ____________ /00 None 0

**Joint assets or accounts may be recorded under column A for the purpose of estimating your family's liquid asset position.*

Note regarding Table IV (ix) above.

If at the present time you or your husband own publicly traded stocks, or shares in mutual funds, etc. please enter the information regarding each issue of stocks in the table below. See the examples at the bottom of the table.

TABLE V .

NAME OF ISSUING CORPORATION OR FUND	CHECK WHETHER			N	V	N x V
	Common Stock	Preferred Stock	Rights or Warrants	No. of Shares Held	Market Value per Share	Dollar Value of Issue
EXAMPLES:						
British Nfld. Co. Ltd. (BRINCO)	✓			50	$ 6.50	$325.00
Royal Trust Co. Ltd.	✓			10	$36.50	$365.00
Canadian Breweries Ltd.		✓		30	$ 7.50	$225.00

INSTRUCTIONS:

1. Calculate the total trade-in value of all publicly traded stocks, shares, and warrants in your possession and complete the information in Table IV(ix).

2. To obtain your family's liquid asset position add the totals of column A and column B in Table IV.

   Total, Column A . . . . $ ________ /00

   Total, Column B . . . . $ ________ /00

   Joint total, Column A
   plus Column B . . . . $ ________ /00

3. Use the joint total (Column A plus Column B) in "2" above for answering question 42 on page 18 of the questionnaire; that is, the **Liquid Assets Position of Family**.

V. NON-LIQUID ASSETS OF FAMILY

The non-liquid asset position of your family may be ascertained by completing the following information:

(i) If you own your present dwelling, subtract the current mortgage debt on this dwelling (that is, the amount still owing) from its present-day market value (that is, what the property would sell for today). . . . . $ ________ /00
None 0

(ii) If you own other property (excluding business property) such as a country cottage, lots of land, estate etc., subtract the total mortgage debt on the property from its present-day total market value (that is, subtract the total amount still owing from the amount that the property would sell for today). . . . . $ ________ /00
None 0

Total Non-Liquid Assets of
Family equal (i) + (ii) = $ ________ /00
None 0

INSTRUCTIONS:

Use the total non-liquid assets of the family calculated above for answering question 43 on page 18 of the questionnaire.

SUMMARY

I. TOTAL FAMILY INCOME

Before-tax income of head of household (use for answering question 39A on page 16 of questionnaire) . . . . $ ________ /00

Joint total before-tax income of head of household and spouse (use for answering question 39B on page 16 of questionnaire . . . . $ ________ /00

II. SHORT TERM FAMILY DEBTS

(Use for answering question 40 on page of questionnaire) . . . . $ ________ /00

III. LONG TERM FAMILY DEBTS

(Use for answering question 41 on page 17 of questionnaire) . . . . $ ________ /00

IV. LIQUID ASSETS POSITION OF FAMILY

(Use for answering question 42 on page 18 of questionnaire) . . . . $ ________ /00

V. NON-LIQUID ASSETS OF FAMILY

(Use for answering question 43 on page 18 of questionnaire) . . . . $ ________ /00

If you have any comments on any of the items covered in this **Guide to Family Finances**, or if you wish to obtain additional free copies of this guide for instructional or other purposes, please write under separate cover to:

The "Women Teachers" Study
Box 19, Arts and Education Building
Memorial University of Newfoundland
St. John's, Newfoundland, Canada

***PLEASE NOTE: THIS GUIDE TO FAMILY FINANCES IS TO ASSIST THE RESPONDENT IN CALCULATING FAMILY FINANCES ACCURATELY. IT IS NOT TO BE RETURNED WITH THE COMPLETED QUESTIONNAIRE.**

APPENDIX C

Follow-up Letters

First follow-up

A mailed post card addressed to each non-participating respondent:

NO NEWS IS BAD NEWS
for Survey Research Workers

Remember the Women Teachers' Study questionnaire concerning university graduation and labour market opportunities that was sent to you several days ago by the Memorial University of Newfoundland.

If you have already returned it to us, please accept our thanks. Your help is much appreciated as it helps us to evaluate how university graduates far after leaving university.

If it is not yet done, we would like to hear from you. WILL YOU PLEASE SEND BACK THE COMPLETED QUESTIONNAIRE SOON?

Your contribution to the study is important and does matter.

THANK YOU.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Faculty of Education
Office of the Dean

Phone: 753-1200 Area Code: 709

September 28, 1972.

Dear Fellow Teacher:

Four weeks ago we sent you a questionnaire requesting your participation in a research project designed to gather information on a variety of matters pertaining to women teachers.

We need your help in finding some answers.

Why do some married women teachers make permanent careers in teaching while others do not? Why do women university students change majors and/or degree programs? How do women teachers find teaching positions? Which teaching areas are under- or over-subscribed by women teachers? In retrospect, what do women teachers think about teacher training? What were the most satisfying aspects of university or college experiences? What contributions do women teachers make to their communities of residence?

This is an omnibus questionnaire designed to solicit answers to a wide range of problems. Furthermore, the study has been designed in such a way that the responses from only a small fraction of women teachers will be used as representative of all women teachers in the Province. So if we do not obtain your response our research will not be successful.

We think that the findings will be considered very seriously by policy makers which is why the study is supported by Government, University and the Newfoundland Teachers' Association. We also know the limits of questionnaires and have no illusion that even a broad survey will answer all our questions. Nevertheless, we know of no other way of finding the information representative of all women teachers.

We know how busy women teachers are. We know that this questionnaire takes about fifty minutes to complete and we know that other surveys have made similar demands on your time. But this survey is unique in its scope. It is the first of its kind in Canada to explore a variety of issues in depth and we believe the importance of the study will justify the time you give it.

Thank you for your kind attention to this request.

Yours sincerely,

C.A. Hickman,
Dean, Faculty of Education.